National Library of Canada

Acquisitions and Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale du Canada

Direction des acquisitions et des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

University of Alberta

A PHENOMENOLOGICAL INVESTIGATION INTO THE CLASS AFLOAT EXPERIENCE

by

JEFFREY A. HEMSTREET ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Arts.

in

Department of Physical Education and Sport Studies

Edmonton, Alberta
FALL 1995

National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

THE AUTHOR HAS GRANTED AN IRREVOCABLE NON-EXCLUSIVE LICENCE ALLOWING THE NATIONAL LIBRARY OF CANADA TO REPRODUCE, LOAN, DISTRIBUTE OR SELL COPIES OF HIS/HER THESIS BY ANY MEANS AND IN ANY FORM OR FORMAT, MAKING THIS THESIS AVAILABLE TO INTERESTED PERSONS.

L'AUTEUR A ACCORDE UNE LICENCE IRREVOCABLE ET NON EXCLUSIVE PERMETTANT A LA BIBLIOTHEQUE NATIONALE DU CANADA DE REPRODUIRE, PRETER, DISTRIBUER OU VENDRE DES COPIES DE SA THESE DE QUELQUE MANIERE ET SOUS QUELQUE FORME QUE CE SOIT POUR METTRE DES EXEMPLAIRES DE CETTE THESE A LA DISPOSITION DES PERSONNE INTERESSEES.

THE AUTHOR RETAINS OWNERSHIP OF THE COPYRIGHT IN HIS/HER THESIS. NEITHER THE THESIS NOR SUBSTANTIAL EXTRACTS FROM IT MAY BE PRINTED OR OTHERWISE REPRODUCED WITHOUT HIS/HER PERMISSION.

L'AUTEUR CONSERVE LA PROPRIETE DU DROIT D'AUTEUR QUI PROTEGE SA THESE. NI LA THESE NI DES EXTRAITS SUBSTANTIELS DE CELLE-CI NE DOIVENT ETRE IMPRIMES OU AUTREMENT REPRODUITS SANS SON AUTORISATION.

ISBN 0-612-06349-6

Canada

UNIVERSITY OF ALBERTA

Library Release Form

Name of Author: Jeffrey A. Hemstreet

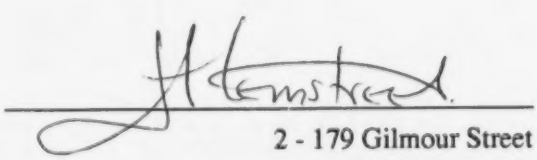
Title of Thesis: A Phenomenological Investigation into the Class Afloat Experience

Degree Title: Master of Arts

Year this Degree Granted: 1995

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly, or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided, neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.



2 - 179 Gilmour Street
OTTAWA, Ontario
K2P 0N8

June 14, 1995

UNIVERSITY OF ALBERTA

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled A Phenomenological Investigation into the Class Afloat Experience submitted by Jeffrey A. Hemstreet in partial fulfillment of the requirements for the degree of Master of Arts

Dr. Glenda Hanna

Dr. Pat Rafferty

Dr. Harvey Scott

DEDICATION

This thesis is dedicated to my mother and father, Valerie and Arthur Hemstreet, who throughout my life have been the most significant of my role models. The youngest of four, it would have been easy for them to have had the same expectations of me that they formed for my older siblings. Instead, they fanned my flame of individuality and supported my choices - nurturing my interests and abilities.

My mom, among other things, taught me that today is only here for a brief moment, and that life is about squeezing as much as possible out of each and every day. She has helped me to look beyond my own little world and to imagine about other people, other countries, other forests and other coastlines. Mom, you have given me the ability to dream, and you have taught me that nothing is impossible if you want it bad enough.

A man who defines "people person", dad has been as powerful an influence in my life as my mother has. Happiest around others, dad speaks with honesty and empathy. Dad, among other things, you have taught me the meaning of passion and of commitment, and you have shown me time and time again that "if you're going to do something, do it to the best of your abilities or don't do it at all". With memories of my first overnight camping trip in Cub Scouts, and endless nights camping with the family trailer - The Highway Hopper - you have opened my eyes to the wonders of the natural world and so planted a seed in my mind that will continue to grow throughout my life.

This thesis symbolizes and unites many of these wonderful qualities you have both unselfishly given to me. Thank you for your support, your inspiration, and your unconditional love. I love you both.

ACKNOWLEDGMENTS

As I arrive home after this long academic voyage, I find it hard to not direct my attention to other journeys of interest - some academic, some not. Before I can look to dream and to imagine my next trip, I must pause and acknowledge those who have played an active role in ensuring the success of this voyage.

To Dr. Glenda Hanna, whom at an Alberta Camping Association conference in March of 1992 saw a vision fermenting in my mind and had the compassion that was necessary to encourage this dream through to its fruition. You have provided me with honest feedback and support, both academically and personally. Thank you.

To Dr. Harvey Scott, to whom I am grateful for your wisdom and latitude. Harvey, you have encouraged me to pursue my interests and to be unique. You were there to build my confidence, and to add perspective and clarity to my sometimes congested thoughts. With your retirement, comes a loss to the university and subsequently to the future students of this department. I feel fortunate to have had the opportunity to work with you and learn from your wisdom.

To Dr. Pat Rafferty, to whom I am also truly indebted. Your clarity of vision and your ability to be both questioning of my thoughts, and supportive of my integrity, has been a wonderful gift. I thank you for patience, your insight and your perspective.

To Nicky Duenkel, to whom I am equally as grateful. Nicky, your honesty and support in working through this project with me as a friend, is greatly appreciated. I value your critique, and I value your wisdom.

To the young sailors who participated in my research. Thank you for your time, your honesty, and for your willingness to share.

To the West Island College and the administrators of the Class Afloat programme, thank you for providing me with this unique opportunity to delve into the meaning of this remarkable experience. A special thank you must be directed to Mr. Terry Davies, the

visionary of this programme and the Executive Director; to Captain Andrzej Straburzynski, the appointed Captain of the S/Y Concordia; and to Dawn Levy the Programme Director of Class Afloat 1993.

Lastly, to my wife and friend, Susan Hemstreet. Thank you for your patience, confidence, and unconditional love. You have been instrumental in motivating me to persevere during the long winter months when Gatineau Park seemed far more appealing than a hard chair in the back room staring aimlessly into a computer screen. With this now behind us, we can look forward to many voyages of our own in the months and years to come.

ABSTRACT

This project has been an exploration of the Class Afloat experience from a phenomenological perspective. It was the objective of the researcher to gain a deeper understanding of the lived experiences which five students engaged in upon joining this adventure education programme. A high school semester at sea, students aboard the 59 metre sailing ship were studying up to six courses at the grade eleven and/or twelve level, and lived aboard the ship fulfilling responsibilities as both students and ship crew-members. Over the course of a 22 week sailing adventure from Port of Spain, Trinidad around South America to San Francisco, California, five co-researchers were selected and participated in three interviews throughout the voyage. Approximately six months after the conclusion of this experience, these same co-researchers were revisited for a final interview. The information generated from the twenty separate interviews provided rich insight into each co-researcher's unique experience, as well as a strong foundation from which to generalize the commonalties among these five experiences.

The most dominant insights exposed by all of the co-researchers were relative to intrapersonal and interpersonal issues such as: a sense of independence; an increase in self-confidence, self-motivation, and tolerance; an increased comfort with personal risk taking; an increase in appreciation and decrease in taken for grantedness; an experience with taking responsibility for their behaviours and actions and being held accountable. Other significant elements of this experience ranged from the closeness inherent of the living environment on a ship, to the quality of learning (both formal and informal), to the introspective qualities developed as a result of both time at sea and limited personal space.

This study sought to examine the essence of what this adventure education experience represented to participants. The information here serves to provide the reader

with a sense of this experience as well as an understanding of the meaning this specific experience has for the lives of the young participants.

TABLE OF CONTENTS

Page

Dedication

Acknowledgments

Abstract

Table of Contents

List of Tables

CHAPTER I

Introduction - *A Voyage at Sea: Navigating to a Richer Understanding* **1**

CHAPTER II

A Review of Related Literature - *Exploring the Charts - Plotting the Course*

- **Introduction** **3**
- **Experiential Education** **4**
- **Adventure Education** **7**
- **Related Literature** **10**
- **Transfer of Learning** **11**
- **Characteristics of Intrapersonal Learning and Adventure Education** **19**
- **Interpersonal Community** **25**
- **The Group Cycle** **27**
- **Summary** **29**

CHAPTER III

Methodology - ***My Plotted Course ...***

- **Study Design** **31**
- **The Research Setting** **33**
- **Informed Consent** **35**
- **Student's as Co-Researcher's** **36**
- **Ethical Review** **36**
- **Class Afloat and the Role of the Teacher** **37**
- **Data Collection** **38**
- **Data Management** **42**
- **Data Analysis** **43**
- **Limitations** **45**
- **Delimitation's** **48**
- **Bracketing** **50**
- **Summary** **53**

CHAPTER IV

A Day at Sea - ***A Perspective on Life at Sea with Class Afloat***

- **Introduction** **54**
- **February on the South Atlantic** **54**
- **Summary** **62**

CHAPTER V

The Within Analysis - ***Their Voyages Unveiled ...***

- **Introduction** **63**
- **Introducing Cornelius** **67**
- **Cornelius' Voyage**

- Cornelius' 'Experiential' Learning Experience 68
- Cornelius' Intrapersonal Experience 71
- Cornelius' Interpersonal Experience 73
- Cornelius' Post Experience 76

- Introducing Daniel 78
- Daniel's Experience
  - Daniel's 'Experiential' Learning Experience 79
  - Daniel's Intrapersonal Experience 80
  - Daniel's Interpersonal Experience 88
  - Daniel's Post Experience 90
- Introducing Donald 93
- Donald's Voyage
  - Donald's 'Experiential' Learning Experience 94
  - Donald's Intrapersonal Experience 98
  - Donald's Interpersonal Experience 99
  - Donald's Post Experience 100
- Introducing Emily 103
- Emily's Voyage
  - Emily's 'Experiential' Learning Experience 105
  - Emily's Intrapersonal Experience 109
  - Emily's Interpersonal Experience 112
  - Emily's Post Experience 114
- Introducing Ricki 118
- Ricki's Voyage
  - Ricki's 'Experiential' Learning Experience 119
  - Ricki's Intrapersonal Experience 121
  - Ricki's Interpersonal Experience 123

- Ricki's Post Experience 125
- Summary 127

CHAPTER VI

The Common Experience - *Different Voyages with the Same Destination*

- Introduction 128
- The 'Experiential' Learning Experience
  - Personalized Learning 131
- The Intrapersonal Experience
  - Tolerance 135
  - Self-Motivation 139
  - Personal Risk Taking 141
  - Sense of Independence 143
  - Increase in Appreciation and Decrease in Taken-for-Granted 145
  - Self-Confidence 148
- The Interpersonal Experience
  - Close Living Environment 151
- The Post Experience
  - The Value of Class Afloat 153
- Summary 155

Chapter VII

Summary and Recommendations - *Uncharted Territories*

- Introduction 156
- The Route Traveled 157
- The Significance of this Voyage 158

- The Class Afloat Research Voyage and Its Destination 159
- Implications of this Voyage on the Chosen Routes of Educators ... 161
- Recommendations for the Administrators of the Class Afloat Programme 164
- Recommendations for Future Voyages 166
- Some Final Thoughts 169

References 171

Appendix A

Summary of Themes 180

Appendix B

Sample Interview Questions and Statements 185

Appendix C

Informed Consent 188

Appendix D

Glossary of Sailing Terms 191

Appendix E

Itinerary of the Winter/ Spring Class Afloat 1993 193

Appendix F

The Class Afloat 1993 Winter Academic Programme 194

Appendix G

A Day in the Life of a Class Afloat Student 195

LIST OF TABLES

		Page
Table 1:	Thematic Outline of Cornelius' Experience	66
Table 2:	Thematic Outline of Daniel's Experience	77
Table 3:	Thematic Outline of Donald's Experience	92
Table 4:	Thematic Outline of Emily's Experience	102
Table 5:	Thematic Outline of Ricki's Experience	117
Table 6:	Summary of the Co-Researcher's Experiences	129
Table 7:	Summary of the Co-Researcher's Common Experience	130

CHAPTER I

Introduction

A Voyage at Sea: Navigating to a Richer Understanding

This study was inspired by my sincere love of facilitating meaningful and positive outdoor and adventure experiences with young people. My experiences have shown me that the adventure setting provides the individual with a profoundly positive life experience which becomes increasingly valuable with time. My passion and personal commitment to educating young people in the outdoors, has led me to this investigative study. Specifically, my intention was to study the experience of being a participant in an adventure education programme, and to gain some insight into the meaning one might associate with such an experience.

Before I continue, it is imperative that I recognize a working definition of Adventure Education. Adventure Education is an educational approach whereby experiences are undertaken which involve danger and risk taking, but from which valuable learning is acquired (Havens, et. al., 1992). An adventure education experience takes young people away from their 'normal' lives (e.g. peer and family groups, familiar setting, security blankets), and provides them with an opportunity to meet new friends. Here, participants find themselves in an unfamiliar setting where cooperative living, positive communication, and a supportive group environment provide the individual with a safe setting in which to take healthy risks (e.g. emotional, physical, social) and to learn skills which are perhaps more difficult to learn in traditional settings. With these characteristics and those of the facilitators who guide the learning process in adventure education, I believe that young people can engage in a level of personal and social learning which will remain profoundly meaningful long after their experience.

It is with these assumptions that I set out to learn more about what I perceive to be a powerful learning situation. What better way to learn about the meaning of one's

experience with such a program than to become a participant myself, working and living with those with whom my interests lie. This perspective led me to a unique educational program aboard a 59 metre barquentine sailing ship named the S/Y Concordia. For five and a half months I sailed 17,045 nautical miles around South America with 48 grade eleven and twelve students, and fourteen other adult staff (both teachers and professional seamen). My challenge of gathering insights into the students' experiences eventually led to the enormous task of synthesizing five and a half months of information and presenting it in such a way that it captured the essence of their adventure experience. Students took valuable "free time" out of their hectic schedules to share their experiences with me. Well after our journey, they once again made time for me to gain still more insight into their experience from a reflective perspective.

These five accounts speak vividly of the contrasting experiences on the ship with their "real life" at home. They reflect on the monotonous and seemingly endless days at sea as much as they try to articulate the exciting and exhilarating challenges of ship-board life; climbing the masts in the dark of night; working together to set sails against the adversity of foul weather in the South Pacific; ten metre walls of waves crashing over the deck as the ship bounces around at the mercy of the ocean beneath it. Times of success are realized and nurtured just the same as emotions of loneliness and fear are confronted. This experience was truly a potpourri of personal challenges and risks disguised within the greater, more blatant context of an ocean sailing adventure.

Whereas the literature relevant to understanding the value of adventure education experiences is limited, there is even less information available addressing the experience individuals have as participants in adventure education programmes. It is hoped, therefore, that this research information can be seen as a contribution to this specific area of interest, and that it can aid in the ongoing development of this educational approach.

CHAPTER II

A Review of Related Literature

Exploring the Charts - Plotting the Course

The options for accurately navigating through the understanding of this study were diverse. As with a ship at sea, one must rely on many related charts and resources to fully understand the task at hand, and to accurately plot a course of travel. Some charts were of a large scale and provided a broad understanding, while others covered a smaller area, and gave insight to specific information. Some routes were well traveled and subsequently well documented, while others were less traveled and required more work to gain understanding and insight. Regardless of the methods, each of these resources helped me to gain a more solid understanding of the course of travel through my study.

Since, on many occasions I seemed to be exploring uncharted territory, it was sometimes necessary to venture off my course of travel into foreign areas beyond my understanding, only to set a new course to the same destination with the benefit of a different perspective. Although my voyage had similarities to others, there were few voyages that I could find which plotted this precise course of travel. That is, Class Afloat's unique combination of schooling, residential living, adventure and duration is something rarely, if ever, explored. Therefore, it was necessary for me to triangulate distant information to understand where I was, the same way that a navigator uses the moon and the stars to understand his/her present location. By exploring theoretical information related to Experiential Education, Adventure Education, Transfer of Learning, and Social-Psychology, I was able to compare and contrast the co-researcher's experience of Class Afloat to ground my understanding.

Experiential Education

> *Everybody experiences far more than they understand. Yet it is experience, rather than understanding that influences behaviour.*
>
> *(adapted from McLuhan)*

The fundamental concept of Class Afloat "bringing the classroom to the world" suggests that this programme is based on the philosophy of experiential education. To understand what experiential education represents, it was valuable to first look at a definition for what was meant by 'experiential education' and secondly, to look briefly at the origin of this progressive branch of education.

Chapman defined experiential education as " ... an approach which has students actively engaged in exploring questions they find relevant and meaningful, and has them trusting that feeling as well as thinking, can lead to knowledge" (1992, p. 18). Similarly, Proudman explained that experiential education "... combines direct experience that is meaningful to the student with guided reflection and analysis" (1992, p. 20). As well, he added that in this approach, learners are emotionally engaged in situations which allow them to "connect the head with the body, heart, spirit and soul"(1992, p.21).

The Association of Experiential Education defined experiential education as "... a process through which a learner constructs knowledge, skill, and value from direct experiences" (Gass, et. al., 1995). Supporting this, there were several accompanying principles:

* Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.
* Experiences are structured to require the learner to take initiative, make decisions, and be accountable for the results.

* Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
* Learners are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
* The results of the learning are personal and form the basis for future experience and learning.
* Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.
* The educator and learner may experience success, failure, adventure, risk-taking, and uncertainty, since the outcomes of experience cannot be totally predicted.
* Opportunities are nurtured for learners and educators to explore and examine their own values.
* The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
* The educator recognizes and encourages spontaneous opportunities for learning.
* Educators strive to be aware of their biases, judgments, and pre-conceptions and how they influence the learner.
* The design of the learning experience includes the possibility to learn from natural consequences, mistakes, and successes.

(Gass, et. al., 1995, p.1)

According to Kraft (1990), experiential education can be tied to various learning theories and approaches, both behavioural and cognitive. Of these, the most noted would include: the Theory of Multiple Intelligence's; John Dewey's Progressive Education Movement; and Piaget's Developmental Theory.

In reference to Gardner's Theory of Multiple Intelligence's (1983 in Kraft, 1990), Gardner claimed that through human biological research there were seven distinct intelligence's that each person possessed. These included: logical-mathematical; verbal-linguistic; bodily-kinesthetic; musical; visual-spatial; interpersonal; intrapersonal. With this, Gardner stated that where traditional learning environments concentrated on primarily 'logical-mathematical' intelligence, progressive educational environments (including experiential learning) provided settings which addressed many more, if not all of the seven identified intelligence's.

John Dewey's movement in the 1960's and 1970's was concerned with bringing the world into the classroom and, therefore, reconnecting learning to the real world (Dewey, 1938; Kraft, 1990). Fundamentally, Dewey saw that experiential learning involved all of the senses, all of the intelligences' and a range of learning environments. He believed that "... growth must be physical and moral, not just intellectual ... (and he) emphasized the social aspects of learning and the importance of learning contributing to the good of society ..." (Kraft, 1990, p. 179).

Piaget (1952 in Kraft, 1990), in his work with developmental theory, believed that active learning and concrete experiences were fundamental to cognitive growth. As Kraft stated,

> ... the implications of Piaget's theory are critical for experiential educators of children and adults, as it posits the active nature of all learning, that children learn best from concrete experiences, and that even adolescents and adults who are capable of formal abstract thought need concrete experiences in order to develop new physical knowledge. (1990, p. 179)

With a solid understanding of what was meant by experiential education and where this approach to learning was theoretically grounded, it was easier to identify how the Class Afloat programme was, in theory, experiential. Courses on the ship bridged what the co-researchers referred to as the "academic" and the "non-academic" characteristics of Class Afloat, thus serving to integrate this entire experience into one of both concrete experience, and of constant reinforcement of learning through further experience and reflection. Based on these definitions and understandings, Class Afloat was in fact an experiential education programme.

Adventure Education

Adventure education might refer to a specific learning situation where there was "danger and unknown risks" (Havens, Hoyt, Roland and Smith, 1992, p. 12), and where there was an immediate consequence to the information being learned. This term has long been associated with Kurt Hahn and the Outward Bound organization in its efforts to provide meaningful outdoor adventure experiences, rich in intrapersonal learning (Havens, et.al., 1992; Miles and Priest, 1990).

To understand the philosophy of the Outward Bound organization, would be to better grasp the interpersonal experience of an individual engaged in such an experience. As Havens et.al. (1992) explained,

> Basically, the Outward Bound curriculum involves initial experiences for group building, physical conditioning, goal setting, basic skill training, and base camp utilization of ropes and team courses. Then the group moves to adventures and challenges for the individual and the group (climbing, caving, canoeing, etc.). There is also a component of the experience that involves "solo" journeys, emphasizing a time for reflection and introspection about the other aspects of the program. Outward Bound places considerable emphasis on physical challenge, not as an end in itself,

> but as an instrument for training the individual's will to survive and master. (p.10)

Mann (1972) further summarized Outward Bound's philosophy by suggesting that with this programme, individuals force themselves to do things that they did not believe they were capable of accomplishing. He concluded by saying that with this organization, the activities and the physical environment were as instrumental to an individual's achievement as was the safety and support of the group environment.

Walsh and Golins (1975) developed a theory and model entitled The Exploration of the Outward Bound Process which identified the criteria necessary for an experience to be considered adventure education. This criteria included: 1) the experience being purposefully designed and organized to provide a personal growth experience, 2) the problems and tasks within the experience being incremental relative to complexity and consequence, 3) the experience itself being concrete and real, 4) the experience being realistic and manageable, 5) the experience having real consequences whereby the participant experiences the positive or negative repercussions of his or her decisions, 6) the experience is holistic and integrated, combining elements of a mental, emotional, and physical experience. This theory suggests that a learner engages in an experience which is facilitated in a novel physical and social setting, and is given a series of decision making tasks where they are permitted to feel the uncertainty of their success. With the support of the social environment and through personal risk taking, if and when the learner achieves success he or she will reconstruct the meaning of their experience such that there is a felt sense of empowerment. It is this model which helps us to understand some of the foundational concepts defining adventure education and which suggest our further enquiry into literature related to groups, intrapersonal learning, and transfer of learning.

Ewert(1989), similar to this Outward Bound approach, suggested that in an adventure education situation, a positive teaching and learning environment can be

created whereby both the teacher and the student are "intellectually challenged, personally stimulated, and emotionally rewarded" (p. 40).

In adventure education situations, individuals would be brought together in groups to work cooperatively and interdependently toward mutually beneficial and rewarding goals (Ewert, 1989). Several studies support that cooperation amoung group members increases when members are are an integral part of a small group experience (Orlick, 1982; Roland and Hoyt, 1984). Ewert supported the value of adventure learning relative to group interaction when he stated that,

> ... adventure programming can be effective in measuring group interaction by providing opportunities for listening to others' ideas, being offered and accepting leadership responsibilities, and becoming a member of a clearly identifiable team with clear-cut goals and tasks (1989, p. 51)

Gass identified that experiential learning and therapy through adventure programming was an effective combination. He suggested that adventure settings provide situations which are ideal for therapy. The reasons he identified were as follows:

- The client becomes a participant rather than a spectator in therapy.
- Therapeutic activities require client motivation in the form of energy, involvement, and responsibility.
- Therapeutic activities are real and meaningful in terms of natural consequences for the client.
- Reflection is a critical element of the therapeutic process.
- Functional change must have present as well as future relevance for clients and their society.

(1993, p. 5)

From this, it becomes obvious that therapeutic professionals value the psychological and social-psychological qualities of adventure education for many of the same reasons that educators value this approach.

Related Research

Although there are many studies of programmes which had some common characteristics to Class Afloat (Bacon, 1987; Herdman, 1994; Pomata, 1994; Kozolanka, 1991; Durgin and McEwen, 1991; Knapp, 1989), it was difficult to locate any programme that exuded as many unique qualities as those found with the Class Afloat programme. Many of these studies were conducted from a quantitative perspective and, therefore, failed to value the individual's "constructed reality". Potter (1993) clarified this when he stated that "... group members construct their way of viewing their own particular experience through their biographies. For the most part, research has ignored this key dimension of adventure education" (pp. 30-31). With the exception of his own study and a few others (Richley, 1992; Morrison, 1986) which were distantly related to this, Potter's statement seemed to be well grounded.

In his study of a first year university class' weekend wilderness excursion, Potter employed both a qualitative and quantitative methodology which served to address and value the experience of the individuals and their realities, rather than simply the 'outcome' of the experience. Richley (1992) employed a phenomenological methodology to study the experience of wilderness solitude. Utilizing the oral and written experiences of several adults, Richley identified several common characteristics which seemed present in each of the experiences she considered. Morrison's (1986) study of the experience of wilderness solitude also utilized phenomenological inquiry as a research methodology. He attempted to understand the complexities of individual experiences in this unique environment. Although these studies were clearly unrelated to the experiences of young people attending school on a ship, they are similar in that they utilized a phenomenological approach which assisted these researchers in gaining the rich personal insights necessary for their studies.

Although remotely related, Duenkel's (1994) study of the promotion of environmental awareness on wilderness trips used a similar methodological approach as

did Stringer and McAvoy's (1992) study of spirituality through wilderness adventure. Duenkel worked with several outdoor professionals to try and gain insight into the messages they facilitate during their excursions and how these serve to promote environmental awareness. McAvoy's study, although it used a similar methodological approach, aimed at uncovering understanding about the role that wilderness adventure plays in an individual learning about their own spirituality. Again, a phenomenological approach was employed in these two studies because they too required a qualitative approach which supported meaningful dialogue with 'participants' which would subsequently lead to deeper understanding.

Several other studies also traveled along this vain, although in relation to my study, traveled a different route, exploring other elements of specific wilderness experiences and situations. Although the content of these studies varied tremendously, their method was similar. This suggested that this approach is a valid means of uncovering meaning relative to any subject, any phenomena. In an effort to understand more about the underlying meanings buried in my study, it was necessary for me to explore other more remote and perhaps, less obvious routes.

Transfer of Learning

An important characteristic of the Class Afloat programme was the degree to which all of the elements of the students' experiences were overlapped and integrated. The interpersonal, intrapersonal, travel, academic and physical experience for each individual on the ship was difficult to disassociate from the other. This quality of the programme meant that experiences and learning relative to one of these areas was constantly reinforced and consequently built upon, in various other occassions throughout the experience. This quality of the programme meant that the learning that was attained was relevant and valuable in other areas of the Class Afloat culture. This programme integration is fundamental to the quality of the student's experience with Class Afloat and

to their subsequent transfer of learning both throughout their experience on the ship, and well into their post-experience settings.

The purpose of introducing the concept of transfer of learning into this chapter is less to delineate what transfer of learning is, than it is to establish transfer as an experiential learning process by which the co-researchers understand and articulate their experiences with the Class Afloat programme. It is through the process of transfer of learning (the reflection and reinforcement) that the co-researchers have been able to make sense of their experiences and grasp the inherent learning within them. In essence, the co-researchers would be unable to fully value any experience without the ability to transfer their learning into tangible and relevant information. To further understand the role of and the value of transfer within this learning experience, therefore, it was helpful to explore this area in greater detail.

A fundamental question in education has pertained to how knowledge can be learned so that it will be both maintained and accessible to future situations (Anderson and Singley, 1989). Deese (1958) suggested that there is no topic in educational psychology that is more important than transfer of learning. The crucial importance of effective transfer of learning has also be identified in the fields of experiential and adventure education (Gass, 1985b; Bacon, 1983; Kraft, 1990).

The concept in question has received several labels: transfer of learning, transfer of training, assimilation (Van Matre, 1990), and generalizability (Judd, 1927). According to Anderson and Singley (1989), transfer of learning might be defined as "... the study of how knowledge acquired in one situation applies (or fails to apply) in other situations"(p.1). Gass (1985b) added that transfer of learning was the "... effect that a particular experience has on future learning experiences"(p.18). He suggested that there historically have been two problems with the understanding of transfer of learning; that most learning occurred in a 'different' context than the 'normal' context the individual will

likely ever find themselves in; and that there was a lack of knowledge available regarding effective methods for accomplishing transfer of learning (p.18).

Ellis (1965) identified that a significant objective of education was to teach problem solving skills, thus helping students to think and reason for themselves. This perspective suggested that "... the conditions under which a student learns will govern to some extent, his subsequent skill in solving problems... these conditions have the potentiality of producing transfer of some magnitude and direction" (p. 66).

Van Matre (1990), in his work with the Institute for Earth Education, referred to the similar process of "assimilation". He suggested that as facilitators of learning, teachers must assist in this process which would ultimately prove to be the crucial dimension in the learning cycle. "To assimilate something means to incorporate it into your own way of thinking" (p.134).

History has suggested that those involved in education and training have assumed that what is taught in one context, will automatically transfer into new situations (Ellis, 1965). There has been an assumption that transfer of learning was the responsibility of the learner and not that of the instructor. It was, however, made clear that "... the likelihood and breadth of transfer was largely dependent on the type of instruction offered and the subsequent organization of the skill" (Anderson and Singley, 1989, p.8; Judd,1908; Ruger, 1910; Coxe, 1925; Orata, 1928; Dorsey and Hopkins, 1930). Hence, the instruction was important but the effectiveness of the learning/retention process was primarily the responsibility of the learner and directly relative to the learner's ability to organize and access information in their memories.

In 1927, Judd suggested a theory of transfer to be one of the "generalization of experience" (Sandiford, P., 1963, p.21). He suggested that that which is transferred, was a principle, or a concept or a cognition (Stephens, 1963). "The type of training which pupils receive is determined by the method of presentation and by the degree to which self-activity is induced rather than by context" (Stephens, 1963, p.21). Judd went on to

say that when these ends are obtained, transfer of learning has taken place because it was the nature of generalization that transfer extended beyond the experiences in which they originated. Furthermore, in order to teach for transfer of learning, emphasis should be placed on getting the student to think about those features of the problem that might be generalized to new situations (Ellis, 1965, p.64). "Transfer based on stimulus similarity appears related to the phenomenon of stimulus generalization... the simplest form of transfer" (Ellis, 1965, p. 24).

Craig (1953) and Werner (1930) tested Judd's theory and concluded that the intelligence and the personal motivation of the learner are factors which directly effected the ability that individuals had to transfer that which they had learned (Ellis, 1965, p. 65).

Ellis (1965) suggested that "... transfer of learning assumes one of three forms: performance on one task may aid or facilitate performance on a second task which represents a *positive transfer*, performance on one task may inhibit or disrupt performances on a second task, which represents *negative transfer*, and finally, there may be no effect of one task on another, in which case we have an instance of *zero transfer*" (p.3). These notions of *positive, negative* and *zero* transfer are well supported (Schlosberg and Woodworth, 1954; Osgoode, 1949; Stephens, 1963) and have been regarded as the rules' for transfer of learning. The goal in learning, therefore, has been to maximize the conditions for positive transfer and minimize the conditions for negative transfer. Ellis (1965) further suggested that the amount of transfer in a given situation was determined by knowing both the degree of stimulus, and response similarity.

Osgoode (1949) claimed that where stimuli were varied and responses were functionally identical, positive transfer and retroactive facilitation were obtained; the magnitude of both increased as the similarity among the stimuli members increased. Similarly, Stephens (1963) commented that "we can expect more transfer when the training task and the criterion task resemble each other in their overall characteristics" (p.

106). Ellis (1965) concluded that the concept of transfer was related to the acquisition of new responses or to the attachment of old responses to new stimuli.

Solomon and Perkins (1989) saw transfer from a different perspective and suggested that transfer could occur in one of two forms: it could be forward-reaching ("on-line") implying that one abstracts basic parts of a learning experience in anticipation for later use; or it could be backward-reaching ("memory-based") implying that when faced with a new situation, the learner deliberately searched for relevant knowledge which had already been experienced so as to make sense of the present.

Regardless of the various theories which have attempted to shed light on the concept of transfer of learning, stimulus similarity between the old and the new task, seemed to be a consistent and vital dimension (Bruce, 1933; McKinney, 1933; Ellis, 1965; Wittrock, 1974). Bunch (1939), in an experiment he conducted which explored transfer relative to time elapsed, found that up to 90 days after the task there was insignificant change in both the transfer of learning, and the retention rate of information. He found that "... transfer remains approximately constant as long as performance or. the transfer task does not depend on memory for specific items in the original task ... " (cited in Ellis, 1965, p.39). Woodworth and Schlosberg (1954) suggested that the effects of transfer were long lasting, and that in fact, fundamental learning such as confidence and the conceptual approach to a situation, will long outlast the specific components of the original learning.

According to Ellis (1965), mediating responses, those methods of bridging the gap between the original experience and the subsequent experience (s) are vital in the facilitation of transfer. "The ease or difficulty with which someone learns a new task depends in part, on the kind of mediating responses which are available. These in turn are a function of earlier learning experiences" (p. 36).

Judd's Theory of Generalization identified that transfer was not automatic. That is, if transfer were desired then transfer must be facilitated (Ellis, 1965). This logically is

connected to the previously identified concept that transfer effectiveness was directly related to instruction (Anderson and Singley, 1989, p.8; Judd,1908; Ruger, 1910; Coxe, 1925; Orata, 1928; Dorsey and Hopkins, 1930; Ellis, 1965).

Ellis (1965) summarized what he saw as the primary components to effective transfer of learning, and referred to them as the *Principles of Transfer* . These included: an overall task similarity, an overall stimulus similarity, an overall response similarity, early task learning, ability of the learner to be insightful, "warm up" or familiarization and comfortability with the task, an understanding of the relationships and commonalties between two different contexts, a greater understanding of the learning in the original context, the amount of practice and familiarization with the original task, and an understanding of the concepts and principles of transfer of learning.

"We want them to live what they learn and learn what they live... to make sure we build the mental bridges necessary for the learners to see what all this has to do with their daily activities" (Van Matre, 1990, p. 267). This was the reality of transfer of learning as Steve Van Matre described it through the eyes of the Institute for Earth Education.

Gass (1985b) recognized that the key to transfer existed either in the learning activities that were chosen, or in the teaching methods that were employed. "Teaching must be planned in much the same manner as an educational objective, or a properly learned skill" (Gass, 1985b, p. 21).

Throughout the literature on transfer of learning and teaching for transfer there are several techniques described which seem to have layed the foundation for beginning to address transfer effectively. There seemed to be a common interest in maximizing the similarities between the learned task and the isomorphic tasks in the learner's post-environments of the learner (Ellis, 1965; Bacon, 1983). By providing adequate training on the original task and perhaps a progression onto a more difficult task in the original context, the learner will be more capable of transferring the learned information and concepts with greater efficiency (Ellis, 1965). By identifying the learned task and

working through examples and generalizations of that task in other contexts, the transfer and retention of the concepts learned will be increased (Stephens, 1963; Ellis, 1965; Bacon, 1983).

In Bacon's book *The Conscious Use of Metaphor in Outward Bound* (1983), he suggests that participants engage in a "trans-derivational search" where they identify the characteristics of an experience that they have engaged in, and they explore other previous experiences which they recall that seem isomorphic. Upon locating and subsequently recalling these similar experiences, the participant then uses this information to understand their current experience. The metaphoric process which Bacon identifies assists in transfer of learning because it helps participants to relate the commonalties of their experiences both in the past and the present, therefore embedding experiences into their frame of reference for other such experiences in the future.

Through attention to various forms of processing and thus the gaining of conscious insights into the concepts of the learned information, and with the complement of planned and properly facilitated reflective programming, the transfer and retention of information will be increased (Van Matre, 1990; Ellis, 1965; Stephens. 1963; Gass, 1985a; Gass, 1985b; Bacon, 1983). By creating and exploring other contexts that are unrelated to the original context, schema's and conceptual qualities of the original task will be reflected upon, practiced, and therefore reinforced as positive transfer (Stephens, 1963; Ellis, 1965). By facilitating, and through planned programming which reinforces transfer, it is suggested that learners will begin to grasp not only the connection from the original task to the new task, but also the concept of transfer itself. This understanding can have a profound effect on subsequent transfer situations (McGeoch and Irion, 1952; Stephens, 1963).

Having considered several theoretical approaches to understanding what transfer of learning is, it is important to recognize that this concept can be viewed equally as clearly from a more qualitative perspective. Since transfer of learning is linked to an

individuals ability to translate information from their past in an effort to accurately interpret and understand their present situation (Ellis, 1965; Van Matre, 1990), one must consider that the effectiveness of transfer is also closely related to an individuals perception of their own socially constructed reality. How an individual views and understands their world, therefore, plays a significant role in their ultimate interpretation of that world.

With such information, the learner would be in a position to internalize and develop a sense of ownership for the learning, and then put into practice this new insight in the supportive climate of the group (Hammel, 1986; Knapp, 1989). Heap (1979) referred to this immediate attention to a specific learning experience as monopolizing on a "present reality" or a type of "...therapeutic opportunism which exploits immediate spontaneous situations experientially..." (p. 88). With encounters such as these, the learners may have developed a profound realization that they were responsible for and to themselves, and that they were empowered to make their own life decisions. This self-understanding will surely effect the learner's sense of confidence and self-concept - developments which may transfer into the learners' post-experience settings (Knapp, 1989).

Although complex, the concept of transfer can be seen as fundamentally important to any educational experience. Proudman (1992) contended that teachers who are engaged in experiential teaching methods play a significant role in framing learning experiences, allowing the students to gain first hand relationships with their learning. Subsequently, this learning is individualized and, therefore, "owned" by the student; their learning experience becomes transferred and sustained in their memory. He concluded,

> Teachers are cast as coaches, and are largely removed from their roles as interpreters of reality, purveyors of truth, mediators between students and the world. They are asked to believe that students can draw valid and meaningful conclusions from their own experiences. Learning in this way

> ultimately proves more meaningful than just relying on other people's conclusions about others' lives. (1992, p. 18)

As stated earlier in this section, it is through the process of transfer of learning (the reflection and reinforcement) that the co-researchers have been able to make sense of their experiences and, therefore, articulate their insights. Whether one understands transfer from a quantitative perspective or a qualitative perspective, transfer of learning remains a significant objective of educators. The role that repetition, reflection, reinforcement, and task similarity plays in facilitating effective transfer has been firmly established. In considering the Class Afloat programme specifically, the integrated nature of the programme suggests that these characteristics of transfer are ever-present. The very concept of "bringing the classroom to the world" suggests that what is being learned in the classroom will inevitably be seen and/or experienced first hand. Whether one considers the various course curriculums or the interpersonal interaction found on the ship, there is evidence of these transfer principles throughout this experience.

Perhaps one area which is deserving of more insight is that of intrapersonal learning or, from a transfer of learning perspective, reflection. It is this characteristic that from an experiential educators perspective, is instrumental in grasping the essence of learning experiences and transferring them into ones subsequent experiences.

Characteristics of Intrapersonal Learning and Adventure Education

Research has established that there are many intrapersonal benefits from learning experiences in the areas of experiential education and adventure education (Ewert, 1989; Gass, 1993; Patterson, 1972; Harmon and Templin, 1987; Darst and Armstrong, 1980). The next several pages of this chapter has been dedicated to identifying various research studies which support this notion, and to gaining understanding as to the specific intrapersonal benefits of adventure education uncovered throughout this research.

Self-concept has been identified as an area of intrapersonal growth which has resulted from adventure education experiences (Ewert, 1989). Defined as "...the way in which a person views or perceives himself, his attitudes, beliefs, feelings, and personal expectations" (Ewert, 1989, p.49), the participation in outdoor activities has been considered a mechanism for enhancing and strengthening one's self-concept.

Similarly, research has shown that an improvement in self-confidence has been tied to positive adventure education experiences (Harmon and Templin, 1987; Ewert, 1989; Darst and Armstrong, 1980; Katz and Kolb, 1968; Potter, 1994). According to Darst and Armstrong (1980), for example, part of the reason for the increase in popularity and appeal of outdoor adventure activities is that with participation comes feelings of success and self-confidence.

Fundamental to the information relative to the transfer of learning and knowledge related to experiential education, are several mechanisms which assist in an individual's learning in alternative settings. The use of learning contracts can be seen as one of these mechanisms. Simply stated, it is the use of a contract whereby goals and expectations are clarified by the learner and the 'significant others', with the aim of helping to facilitate learning, reflection and the transfer of learning (Klein, 1970; Gass, 1985a; Gass, 1985b; Nist and Simpson, 1987; Prouty, Radcliffe and Schoel, 1988; Knapp, 1989; Van Matre, 1990).

Klein (1970) stated that,

> ... if members do not know for what they are there, it is unlikely that they will be able to work to achieve the purpose, or be able to work together, or appropriately. The contract mobilizes and focuses the group energies. (p. 50)

As much as possible, the responsibility for learning should be placed in the hands of the learner (Gass, 1985b). This would not only increase the learner's motivation for learning, but it would also provide a natural incentive for the learner to "own" their

learning experience and thus transfer it into their future situations. "A person that willingly accepts responsibility for learning will transfer information much more readily than an individual who approaches such a task with a sense of indifference or resentment" (Gass, 1985b, p. 23).

It is infinitely important for the learner to process and internalize their learning, thus making sense of it relative to their own lives (Prouty, Radcliffe and Schoel, 1988; Miles and Priest, 1990; Kraft, 1990). Therefore, the process of reflection can be viewed as fundamental to the internalization of learning. Horwood (1989) stated that,

> the goal of reflection is for students to construct meaning out of their experiences... it is the discovery of connections, the construction of nets and maps in our minds that is the stuff of learning through reflection. These are the processes that integrate past experience into the present and allow its projection into the future... mental work at this depth is needed if experiences are to be significant, memorable and ultimately transforming (p. 5).

As Gass suggested, "the ability for a student to internalize his/her own learning creates the concepts and generalizations central to the transfer process" (1985b, p. 23). Krill (1966) supported the need for reflective practice and suggested that there was a need for a "self-encounter". This reflection could and should take many forms.

Given the identified value of learning through experience and the subsequent approaches of experiential and adventure education which help define this process, reflective learning has been considered vitally important, and therefore, must be further explored. There are many mechanisms which can be employed to assist in the reflective process of understanding and internalizing learning. Nist and Simpson (1987), in a study they did concerning transfer in college reading programs found that the use of "processing journals" helped students to become aware of their own learning and to discover a new level of introspection. They continued, and suggested that "...because

journal writing creates a monitoring awareness, students are eventually able to monitor their understanding without the aid of the journal" (p. 622). Thus, transfer was created. Beil (1986) also supported writing as a form of reflection, and suggested that in writing, the learner thinks in more of a tangible and concrete way, thinks more specifically, and naturally narrows down their thoughts. Journals were effective as a processing tool and can be complemented effectively by carefully sequenced questions designed to stimulate thought, and thus further internalize experience, creating an ownership of learning (Quinsland and Ginkel, 1984).

In MacIntosh's article, *Re-thinking the Solo Experience*, he suggested the use of guided journaling or solo packages, as a means of stimulating thought, guiding learning and confirming feelings (1989). Bacon (1983) referred to the use of journaling as a tool to expand self knowledge. Similarly, Knapp (1989) commented that in order for students to learn, they need to look inside themselves - to become introspective and self-evaluative. He went on to say that,

> ... otherwise, self-knowledge is simply an abstraction. Journal writing provides that opportunity to look within... it gives students chances to put their thoughts and feelings on paper and express them in a concrete fashion. There is something much more holistic about the writing process than there is about the thinking process. (p. 28)

Barrett and Raffan (1989) conducted a research project aimed at discovering the value of journaling on an adventure experience with adolescents. They found that the journal was an effective vehicle for facilitating self-expression and personal growth. Similar to Knapp's findings, Barrett and Raffan (1989) found that,

> ... the journal would mediate a gradual transformation of the physical journey with its immediate sensations and impressions, to a journey in their imaginations, a more impressionistic and long lasting version of the events. (p. 30)

> ... the journal appears to be a powerful learning tool for self-expression and for documenting personal growth on the trail. The journal allowed individuals to flourish. In the journal there was no pressure to conform to outside influences and this provided a safe place for participants to record impressions, ideas, and to dally privately with untested notions. (p. 33)

Another researched and practiced form of reflective process was that of "solitude" or "solo" experiences (Morgan, 1986; Van Matre, 1990; MacIntosh, 1989; Steere, 1982; Katz, 1973; Hammit, 1982; Morrison, 1986; Richley, 1992). Van Matre (1990) recognized that a non-verbal form of learning was almost more important than verbal, because it was feelings that endure in life and it was the non-verbal which attracts us, stimulates us and holds us (p. 69). With this notion, he implemented the "magic spot" or the "solo spot" experience which was integrated into each day of the various programmes he designed through the Institute for Earth Education. Similar to Van Matre, Hammit (1982) spoke of wilderness solitude as a private encounter in the natural world, where the learner had some level of control over what and how much information they would contemplate or process.

The concept of solitude experience was not new. It has been, and continues to be, a dominant experience in the Hindu practice of Yoga, and an integral part of Buddhist meditation. The Tao in Chinese religion suggested a quiet and still inner and outer self, and the natives of North America were known for their Vision Quests as a means for self-discovery, personal growth, and entrance into adulthood. Solitude is also practiced in the silence of prayer in cultures throughout the world (Morgan, 1986).

Morgan (1986) suggested that there were two levels of self: the surface *self* and the *true or secret self* (p. 21). Steere (1982) referred to the surface self as the exterior self and commented on all of the distractions which this *self* must endure. Solitude effected the *secret self*, free of these distractions. Alone therefore, with the *secret self*, the learner could focus on the restoration of their inner being (Steere, 1982), and on engaging in this

quest for deep personal authenticity (Merton, 1973). Katz (1973) and Morrison (1986) believed to varying degrees, that the solitude experience can have a profound effect on one's: perspective on time, sense of space, sense of self, attunement to natural rhythms, freedom of expression, sense of pride, attunement to senses and to the natural world, and appreciation for relationships.

MacIntosh (1989) viewed solitude as beneficial for both the introspection of the learner, in that solitude is an experience in itself, and as a reflective stage in the experiential learning cycle of a program (p. 28). As well, he recalled research in psychotherapy and counseling which supported that a person's ability and/or willingness to explore her/his own behaviour might mean the difference between success and failure (1989; Whittmer and Myrick, 1980). Presumably, 'success or failure' referred to a learners ability to transfer knowledge into their future.

Morgan (1986), summarized the value of solitude as a vital element of the learning process, when he wrote,

> Firstly, solitude appears to be a state or condition of the person at rest. It is more than simply being alone. It is a particular mode of aloneness. Solitude is an ambiance of stillness and quiet. It is a way-of-being, a quality of self-in-world, a moment of alternatives and presence. Second, some element of choice seems to be involved. In genuine solitude one willingly turns toward the quiet and allows oneself to be grasped by it. Third, a recollection occurs. One senses investments of energy and parts of the self being withdrawn from outer concerns and activities and brought into a kind of unity. One becomes present and available for oneself. Fourth, this quiet and unifying moment gives rise to an emergence from something deep within, something sensed as grounding the person as a whole. The Self, as seat of that which is peculiarly and irrevocably Me, emerges to the fore. And fifth, with that emergence comes the feeling of

> integration and wholeness that both energizes and focuses the person. (p. 20)

As the co-researchers will identify, the Class Afloat programme facilitates a significant intrapersonal and reflective experience. Students are engaged in an exceptionally busy routine aboard the ship, assuming considerable responsibility for their role both as a student and a crew member within the ship's community. With this pace, students learn to value the quieter moments which seem to appear far too infrequently. It is this contrast which serves to provide the students with perspective of their roles aboard the ship and the subsequent learning which they are constantly engaged in.

With a firm understanding of the role that reflection plays within the framework of transfer of learning, and subsequently where transfer fits into the grander scope of experiential and adventure education, it becomes apparent that attention must be directed at gaining insight into the role of the social environment. Integral to the adventure education experience, is the comfort of a supportive community in which an individual feels safe to take personal risks and experience subsequent consequences, either positive or negative. The Class Afloat setting provided such a community.

The Interpersonal Community

Since the social environment on Class Afloat was both physically cramped and culturally isolated, it was valuable to explore information which might shed some understanding onto the role that these characteristics might have played within the co-researchers experiences. As well, the responsibilities which the students assumed in their various roles upon the ship, meant that there was a tendency toward being a valued member of the ship community.

Heap (1979) suggested that ,

> ... groups provide opportunities and a more benign setting for entering or continuing a maturational process. Such treatment must include

> experiences which provide the challenges, satisfactions, abrasions, and chances for mutual adjustment necessary for social growth. It includes a large learning component and in this, both discussion and activities play their part. (p. 87)

As Heap contended, a supportive group setting provides a rich environment for nurturing both intrapersonal and interpersonal learning.

Klein (1970) suggested that "... if all behaviour is learned, or even if some is learned, then the group can be seen as a powerful and viable medium for learning new behaviours... group experience provides a medium for habit training..." (p. 17). Heap (1979) suggested that groups provide a mini-society in which social skills can be practiced with the intention that they can then be transferred into the group members post-experience environments. It was hoped, therefore, that this new insight might give rise to more mature, insightful and satisfying social behaviours in contexts beyond that of the original group.

Preston-Shoot (1987) recognized that effective learning will result from an environment in which individuals are encouraged to, and are willing to engage in a process of learning based on sharing, inquiry, self-discovery and open communication. A properly facilitated group can provide a setting where one can give and take, and know that there is a supportive network present to ensure that their opinions and emotions are respected. Knapp (1989) believed that learning through discussion, simulation and action, provided a treasured environment for personal growth and a challenging environment for transfer of learning .

Not only were students on Class Afloat in a situation which demanded interaction, they were also on a larger scale, members of a group experience; a group culture facilitated within the confines of a ship.

The Group Cycle

Before we can begin to appreciate the effect that the ship environment had on the individual students, it is important that we understand the concept of group development and how this, subsequently, has direct implications for the supportive ship community experienced by the co-researchers. Further to this, it is valuable to recognize that students were engaged not only in the ship community, but also in many sub-groups within the ship's community. To clarify, the ship's community might also be defined as a culture. Within this culture there were many sub-cultures which each student was experiencing simultaneously; these sub-groups might include their Watch Group, their cabin group, and/or each of their different classes. Therefore, it is important to realize that there were several different stages of group development acting concurrently with each student.

As groups develop and evolve over time, they pass through several stages of development (Tuckman, 1965; Heap, 1977; Preston-Shoot, 1987; Johnson and Johnson, 1987; Weber, 1982; Schutz, 1971; Garland, Jones and Kolodny, 1973). Tuckman (1965) was perhaps the first to establish the developmental sequence in small groups. He studied approximately fifty groups in many different contexts, and synthesized his results into a progression of four stages: Forming, Storming, Norming, and Performing (Johnson and Johnson, 1987). According to Tuckman, Forming represented a time in a group's development when participants had feelings of uncertainty, and were eager to decipher group expectations of them. The Storming stage dealt with conflicts within the group representative of the group members beginning to resist the influence of the group. The Norming stage suggested the group's re-establishment of commitment and its clarification of group norms and expectations. Lastly, the Performing stage suggested a time of proficiency and effectiveness in a group where group members were cooperatively working toward the accomplishment of group goals.

Garland, Jones and Kolodny (1973), developed stages of group development similar to Tuckman, but with *five* steps in total: Pre-affiliation, Power and Control,

Intimacy, Differentiation, and Separation. Several other sociologists and social psychologists manipulated Tuckman's five stages, emphasizing things a bit differently, but fundamentally maintaining the spirit of his original theory (Weber, 1982; Preston-Shoot, 1987; Johnson and Johnson, 1987).

A general understanding of the stages in group development is beneficial because this knowledge provides insight into the patterns of why people might interact in the ways that they do. In residential settings where young people are removed from their 'normal' environment and placed into one of intensity and adventure, one cannot disassociate an individual's experience from those of the overall group experience - they must be considered in relation to each other. When a group experience first begins, there will be some fundamental rules and expectations which already will have been established (Knapp, 1989) and which will be added to as the group develops its own norms and expectations. A group's involvement (to some degree) in the setting of expectations is imperative for ensuring that they have a sense of ownership and empowerment, and therefore, have a sense of control over their learning experience (Knapp, 1989).

A mechanism which might assist in establishing inclusive and realistic expectations is one of evaluation. "Evaluation seems to convey the impression of a postscript, a retrospective look. Ideally, however, it is an approach to incorporate into the structure of group work from the outset" (Preston-Shoot, 1987, p. 146). To integrate evaluative processes throughout the experience would simply assure the facilitators and the learners that the learning being done during the experience would be in line with the goals and expectations established at the onset. With this, students on Class Afloat were consistently being scrutinized and evaluated, whether formally or informally, in an attempt to further define their individual roles and ultimately to encourage the further development of a well functioning group.

The insight reviewed in this section suggests that the students were engaged in a significant group development experience as a crew-person on the ship, as well as several smaller but equally significant group experiences as they fulfilled their various responsibilities. If one considers the intensity of the interdependent environment aboard a ship, as well as the duration of the programme, the amount of programme integration and the degree of responsibility which the students assumed, it is easy to understand the importance of the group experience within this programme. To link it back to adventure education, the support and safety experienced in a well-functioning group, is a necessary characteristic of an individuals adventure education experience.

Summary

Throughout this chapter, I have reviewed relevant literature which helps to define experiential education and which pervades this fundamental concept. With this, I have spent noted relevant research and theory which confirms the notion that experiential education utilizes an active and highly interactive learning environment whereby learning is approached holisitically and is subsequently, complex and inter-related.

As well, through the literature I have attempted to shed light on the conceptual understanding of what constitutes an adventure education experience. In the framework of Walsh and Golins (1975) Outward Bound Process we find support for the idea that Class Afloat is indeed an adventure education programme grounded in experiential learning opportunities and facilitated in a novel social and physical environment. In addition to this, I have spent time gaining insight into the importance of the intrapersonal and interpersonal experience within the programme setting, and the subsequent effect that these qualities have on the transfer of learning both within this setting and in the lives of each of the students. With all of this, I have solidified the fact that Class Afloat does indeed fit within the boundaries of an adventure education experience.

With this grounding, I ventured further into the literature and looked both broadly and specifically at the insights generated from various experiential and adventure education studies. I identified several of the potential benefits of this progressive approach to learning. Throughout this theoretical journey it has become apparent that Class Afloat although similar, ultimately stands alone as a unique adventure education programme. No studies have dealt with a programme of this duration. Likewise, no studies have looked at an environment as confined, interdependent, novel and autonomous as that found on a ship at sea. As well, only a few relevant studies have employed qualitative methodologies to gain understanding into the meaning of an adventure experience as perceived by its participants.

According to Lincoln and Guba (1985), one cannot disassociate an individual's experience from his or her setting. They contend that these are both interactive and dynamic and that to isolate one or the other, is to disallow the understanding of the experience itself. To understand the experience of Class Afloat, therefore, we can only be distantly enlightened by the various theories and studies that have been identified throughout this chapter. To appreciate the experience of Class Afloat we must rely on first hand insights. Just as a sailor gathers information about their route to aid them in understanding the navigational decisions they will make, we too must use others' research and knowledge to give shape to our understanding. Ultimately, however, we must rely primarily on that information generated from first hand experience.

It is this information, through the lens of experiential and adventure education, that I will begin this voyage. The time has arrived when I must embrace the information and knowledge that I have collected, and with it, push off from the shores of certainty and set sail into the unknowns of my specific voyage. The experiences and stories of five young co-researchers will from here forward, provide the winds which will carry me through the rest of my voyage.

CHAPTER III

METHODOLOGY

... my plotted course...

Study Design

My interest in this research project stemmed from personal experiences in working with young people in the highly interactive environments common to adventure education. Despite the theory and understanding that can be assimilated from other studies into this research project, I believe that nothing is as valid in understanding an experience as the insights gained through personal experience. Therefore, it was my intention to explore the students' experience of Class Afloat from a phenomenological perspective. This allowed me to gain insight into the students' perceptions of their personal learning facilitated throughout this unique experience.

The thoughts and perceptions of young people were at the heart of this research topic, and for this reason, an emphasis on qualitative methodology seemed the reasonable place to begin. It was the 'meaning' of the Class Afloat experience from a student's viewpoint that was of specific interest to me, and therefore, it was paramount that I established a mechanism which would allow me to develop a positive, communicative relationship with each of these students. This reality suggested an approach that required a high level of ongoing interaction (over approximately twenty-two weeks) between my co-researchers and myself, allowing a research partnership to form. Only with a research partnership based on trust, open communication and a mutual interest in the emergent information, could I sufficiently gain access to the insights of these co-researchers.

Husserl (1970) contended that phenomenology is a descriptive method of inquiry based on methods of reflection. He suggested that this qualitative approach allowed the researcher to identify phenomena and gain further insight through continued experience with it.

"Phenomenology is the study of essences" (Merleau-Ponty, 1990, p. 184). It requires the researcher to question the reality of a situation or the nature of a situation, relative to the immediate experience (Van Manen, 1990). As an approach within the naturalistic paradigm, phenomenology respects that: 1) experience is rooted in multiple realities, 2) people and the contexts in which they thrive are inseparable but rather interactive and dynamic, 3) understandings must be derived from present realities rather than from preconceptions and theoretical forecasts, and 4) inquiry and understanding are bound by subjective interaction and determinism (Lincoln and Guba, 1985). As Patton described, phenomenological inquiry uses "... qualitative and naturalistic approaches to inductively and holistically understand human experience in context-specific settings" (1990, p.37). Henderson (1991) complemented this by suggesting that the researcher must strive to understand the "... internal subjective experience... " (p.44) of those people interacting in the research setting.

According to Van Manen (1990), phenomenology "...is the systematic attempt to uncover and describe the structures, the internal meaning structures, of lived experience" (p.10). Phenomenology, therefore, requires that the researcher have access to the information which is immediately available only to the individual co-researcher; obviously this presupposes that the co-researcher is willing to share this information with the researcher. With open dialogue and constant clarification, phenomenology suggests that the researcher can gain an authentic understanding of the meaning which individuals attach to their experiences.

With these insights into the understanding of phenomenology and my interest in uncovering the meaning into the students experience of Class Afloat, it seemed fitting that I approach my research approach from a phenomenological perspective.

Upon investigating this methodological approach relative to the broad field of experiential education, I discovered that the qualitative research that has been done was both sparse and at best, indirectly related to this topic. The fact that the Class Afloat

programme was approximately twenty-two weeks in duration further suggested that this study and its approach, were indeed unique. Those studies which were similar in approach or that explored experiences in experiential education settings have already been identified and briefly reviewed in the chapter 2.

In qualitative research, the term triangulation refers to a technique whereby "multiple sources" are used to enlighten understanding (Lincoln & Guba, 1985). Originating from ocean navigation, a sailor would take a compass bearing from three different points, and through simple triangular geometry, pin-point his geographical location. Relative to this study, records of observations, both general and specific to co-researchers, helped me to understand the meaning behind some of the co-researchers' experiences perhaps more easily than I could otherwise have done.

With this, I believe that my decision to approach the understanding of the Class Afloat experience from a phenomenological perspective contributed insight into the 'meaning' of an individual's experience throughout a unique residential and experiential education programme.

The Research Setting

The Class Afloat programme is sponsored by the West Island College of Pointe-Claire, Quebec. With a 59 metre sailing ship serving as a home, a social and cooperative community and a high school, as many as 48 young women and men from grades eleven and twelve, share a semester of high school at sea.

The programme was founded by the now Executive Director of the college who had a vision for experiential education and summarized it in the following mission statement:

> Class Afloat is dedicated to an educational process set within the microcosm of shipboard life and the macrocosm of the planet. Through travel, work, relevant curriculum and effective leadership, adolescents are

> taught to observe, to think, to analyze, to understand and to communicate. Moreover, Class Afloat expects its graduates to see relationships, to know the self better, and to examine human values and the processes by which they are derived. Class Afloat is, in essence, dedicated to preparing the individual for a productive and fulfilling life in this ever- changing world. (Davies, March 20, 1984)

The specific programme under study was conducted from January 20, 1993 until June 30, 1993; the equivalent of a full semester of high school studies. With as many as nineteen port visits in thirteen different countries, the program journeyed from Port of Spain, Trinidad, south along the eastern seaboard of South America, through the Straits of Magellan, and north up the west coast. With visits deep into the South Pacific Ocean, the ship stopped at Robinson Crusoe Island and Easter Island, before heading north bound for Mexico and ultimately San Francisco, California - the final port of call. (see Appendix E for the Itinerary of the Winter/ Spring Class Afloat 1993 Programme)

The academic programme on the ship was based on Alberta Ministry of Education guidelines, and was facilitated by seven different certified secondary school teachers who were also aboard the ship. With several required courses and a host of optional courses available, the students aboard Class Afloat design their academic schedule containing a minimum of four courses and a maximum of six (see Appendix F for The Class Afloat 1993 Winter Academic Programme). The selection of courses available are fundamentally identical to those taught within Alberta, with the exception of the Physical Education, Marine Biology (Biology credit), and the Psychology course. Although each course was taught utilizing various traditional and non-traditional approaches to curiculum delivery, the methods for evalutaion remained similar to that found back in Canada. To a large extent this was in response the Provincial Examination schedule required by the Alberta Ministry of Education. Provincial examinations were not expected from each of the courses, but those that were, primarily utilized traditional

methods for evaluation. The Career and Life Management course and the Physical Education course are the obvious exceptions. Indicative of the material and the instructors involved, various reflective and performance oriented evaluation methods were employed. Those courses bound by Provincial Examinations as well as those courses which were more scientific in content (e.g. mathematics, physics, calculus) and which were taught by teachers less interested in experiential methodologies, were taught from a more traditional approach.

Informed Consent

Given that the co-researchers in this study were under the age of 18, participation required both parental and student consent. All of the potential co-researchers were sent an Informed Consent form (see Appendix C) approximately ten weeks prior to the beginning of this programme. It seemed reasonable to expect that any questions which might arise regarding participation in this study could have been asked within this 10 week period. The Informed Consent clearly stated that the identity of the co-researchers would be protected throughout the study and that the co-researchers had the option to withdraw from the study at any time without consequence. The consent form also made reference to the Executive Director's support for this study and his offer to respond to any questions which might have arisen regarding the research. I too, made a similar offer to answer any questions, and provided addresses and phone numbers where I could easily have been reached prior to the date of departure. No phone calls were received. Any consent forms which had not been completed and received by the start of the programme, were considered a statement of non-support for the study. This implied that those students chose to assume a non-participatory role in the research. (see Appendix C for a sample of the Informed Consent)

Out of the 15 students who were sent Informed Consent's, all but one replied positively before the start of the programme. Once the programme had begun, I received

the final signed Informed Consent. Since it was received after the deadline which I had imposed, this student was not considered for a co-researcher role. (see ***Delimitation's - Choice of Co-Researchers*** for more information)

All of the students and staff were made aware of this study at the beginning of the programme, and were told that I would be a participant/observer throughout the twenty-two weeks of the programme. It was also made clear that my approach focused primarily on the experience of five select students, all of whom were new to the programme in January 1993.

Students as Co-Researchers

Given that the data collection process for this study was closely linked to the relationship and mutual commitment of myself as the primary researcher, and the five students who provided the data throughout the voyage, I chose to refer to them as co-researchers. Instrumental in the data collection, these students were also engaged in a research process - that of self-discovery. They, throughout the programme, continued to work toward understanding their "lived experience" and equally as difficult, articulated their perceived experience in such a way that their understanding was effectively and accurately communicated. As well, they played an active role in helping me to: uncover emergent themes throughout their transcripts; to validate those identified themes and clusters of themes; and finally, to validate the final written analysis of their experience with Class Afloat.

Ethical Review

In early December 1992, this project was successfully proposed to a collection of three University of Alberta professors who together form my Thesis Committee. With their support, this proposal was submitted to the Ethics Reiview Committee of the Faculty of Physical Education and Recreation. The proposal was recognized as being

appropriate and suitable for human research, an was subsequently endorsed by the Ethics Review Committee.

Class Afloat and the Role of the Teacher

Although the programme staff on Class Afloat were hired primarily for their skills as educators, the reality of the ship environment meant that the responsibilities of the teacher went much further. The proximity of the living environment, the isolation of living on a ship and the interdependent nature of the crew on a sailing ship meant that the role of the teacher might also have included being a parent figure, mentor, friend, big brother or big sister, personal counsellor, role model, negotiator and/or disciplinarian. Obviously, the interactions which are facilitated aboard the ship are far more complex than the traditional student/teacher relationship.

An example to further explain this complexity might pertain to a situation experienced on the ship while we were anchored just off the shore from Easter Island. An incident where several students had blatantly defied an expectation which was established (failing to remain in groups on shore), meant that the Programme Director felt forced to hold them accountable and take away the priviledge of shore-leave. This decision mushroomed into a situation whereby the student body disagreed with the staff and where obvious conflict was apparent. To further confuse the situation, the teaching staff was frustrated with the Programme Director and her supervisor because we had been misled about our pay cheques. All of this animosity was eventually overcome by various teachers utilizing negotiation and mediation skills to work through the conflict and help in designing an outcome which met the needs of both parties and therefore, served to redefine mutual expectations.

Data Collection

Data for this research was collected through: a) myself as a participant observer in the programme, b) four 'waves' of formal interviews with co-researchers who were actively participating in the program, c) informal conversations that occurred throughout the six months of the program, and d) access to the reflective journals and assignments kept by each of the co-researchers during this programme.

1. Participant Observation

Through participant observation, I was engaged in two fundamentally different tasks. Firstly, it was important that an accurate account be kept of what a day aboard the ship involved. This account was done during a day when I was best able to direct my energy and attention to the role of being a participant observer. This description was intended to enlighten the reader to what represented a "typical day" at sea. It was hoped that with such a description, the reader might better be prepared to visualize and relate to the various 'meanings' uncovered by the co-researchers throughout the course of our twenty-two week voyage (see chapter 4).

Secondly, my role as both a teacher and an officer meant that I had obvious access to the research setting. Although I had worked with this programme for one semester two years prior to this voyage, I affirm that these two experiences were in fact, two separate experiences. My previous frame of reference assisted me in acclimatizing to this environment faster than most of the other people aboard the ship, and therefore, it provided me with insights which served to perhaps make me more approachable to the students. However, as new-comer to this ship and to this collection of students and staff, I was seen as being as 'unknown' as anyone else. This meant that although I was an employee on the ship, I had to work to become an integral apart of the ship's community like everyone else; my previous experience simply meant that it was a little easier for me to do so. The perspectives that I had from working with Class Afloat previously, also

meant that my attention was more easily directed at the interactions and actions of the various students and staff right from the outset of the programme. This insight was intended to add deeper understanding to the various situations that were referred to in the interviews, journals and assignments.

Throughout the programme, I kept a personal journal which was a location for me to document personal thoughts and reflections, as well as observations that I noticed about the people with whom I was living. On many occasions, I wrote about situations which were of particular interest to myself and about observations about various individuals on the ship. Initially these insights were recorded for personal interest, but in retrospect, on many occasions, these records helped me to recall situations more vividly and to gain further insight into what various co-researchers were trying to understand at different times throughout the twenty-two weeks.

As previously stated, the term triangulation refers to a technique whereby "multiple sources" are used to enlighten understanding (Lincoln & Guba, 1985). Relative to this study, records of observations, both general and specific to co-researchers, helped me to understand the meaning behind some of the co-researcher's experiences perhaps more easily than I could otherwise have done.

2. *Formal Interviews*

The main source of data collected in phenomenological research comes from the co-researchers' interpretations of their experience. Therefore, the backbone of information collected was solicited through cumulative formal and informal interviews between the researcher and each of the five co-researchers.

Four formal waves of interviews were conducted for this project. Three of these waves were strategically spread throughout the programme, while the fourth was conducted six to eight months following the end of this programme. The final interview

with each of the co-researchers was conducted, six to eight months following the end of the semester at sea.

The first wave of interviews was done approximately one month into the program, recognizing that everyone needed time to adjust to the setting and programme expectations. In this initial interview, information regarding demographic and historical biographies was discussed as well as clarification regarding the role of the co-researcher in this study. With this, co-researchers were asked to comment on their experience with the first month of the programme (see Appendix B, Sample Interview Questions and Statements).

The second wave of interviews was conducted approximately two-thirds of the way through the semester at sea, and immediately following a twelve hour solitude experience facilitated on Robinson Crusoe Island. These interviews were loosely directed at the co-researchers' perception of any significant experiences they had learned from over the past seventeen weeks, as well as clarification of comments made during their previous interview. The timing for this interview was chosen because it immediately followed the solitude experience on Robinson Crusoe Island and because it was a time in the programme when we had spent a lot of time at sea and where there were several more long legs at sea to come. These scheduling realities it was thought, provided opportunities for reflection and contemplation, and therefore, perhaps provided an opportunity for richer insights.

The third wave of interviews was conducted during the last leg of the journey, en route to San Francisco California, and prior to the business of academic examinations and closure activities. Predictably, this interview was centred around the closure of the programme, the co-researchers re-entry into the *real world*, comments on their overall experience with Class Afloat, and a proactive look at their perception of the long-term value of this experience.

The fourth, and final, wave of interviews was conducted in the homes of each of the co-researchers. Given the geographical locations of their homes, and the logistical and financial costs incurred with visiting each of them, these interviews were conducted over a three month period, varying from six to eight months after the end of their Class Afloat experience. As with the other interviews, this one was based on the clarification of points made during previous interviews, as well as a reflective look at the meaning they gave to their 1993 Class Afloat experience. Also, it was thought that meanings from this experience might become more clear once the co-researchers had an opportunity to reflect upon their experiences from a different vantage point.

It is important to emphasize that the exact nature and content of the questions was not pre-established in that such predetermination may have mislead and detracted from the account being shared by the co-researcher. What was identified as the general intent and thrust of each of the waves of interviews was what I considered to be enough of a guide in assisting the co-researchers to articulate their ideas and concepts, without specifically defining the information which they would expose.

3. Informal Conversations

Given that I too was a resident in this setting for six months, and considering that while at sea there was a lot of unstructured time, I was in a position to observe information relative to the general experience developing on the ship. Although very little of the information which I observed was directly related to the co-researchers, I felt that this information served to present a view of the environment on the ship, which in turn helped to make the comments of the co-researchers more understandable.

This information was recorded both in my field notebook and in my personal journal. As well, an avid photographer, I chose to capture several images on film which also served to complement my attempts to represent the reality of the living environment on the ship.

4. Reflective Journals and Assignments

The use of reflective journals as a vehicle for assisting students in becoming more conscious of their experiences with Class Afloat, was a requirement for the Career and Life Management (C.A.L.M.) course. Since I was directly involved in the delivery of this course, I had access to portions of the students' reflective journals from this programme. This information helped to provide insight into the words and ideas spoken throughout the interviewing process aboard the ship.

Aside from access to reflective journals, an assignment was developed which was aimed at assisting the students to articulate their experience on the ship relative to a similar situation presented in an assigned book entitled Dove (Graham, 1972). Students, upon reading this story of a young man who single-handedly sailed a boat around the world for four years, were asked to compare their experiences on Class Afloat to the those of this young man. It was hoped that the co-researchers would be able to reflectively and critically look at their relative experience with unprompted attention and honesty. With the permission of three of the five co-researchers, these essays were then transcribed and a thematic analysis was carried out similar to that done with each of the interview transcripts. Co-researchers were then asked to verify the theme selections.

Data Management

Each of the interviews were recorded on cassette tapes and transcribed by myself. Once I had completed a thematic analysis with each of the transcripts, the themes were verified on two separate occasions by each of the respective co-researchers. Through discussion and enlightenment, the interpretation of statements were worked through until themes were agreed to be representative of what was said and/or meant. Not in every instance was a theme which the co-researcher disagreed with altered to meet their interpretation of a statement because depending on the situation, the researcher might very well have seen something more to their statement which seemed to "speak" louder

than that which was seen by the co-researcher. At the same time, co-researchers were able to convince the researcher that their interpretation was more accurate and representative. It was dialogue such as that generated through such discussions which served to further clarify and solidify the research partnerships that were evolving. At the conclusion of the programme, student journals were made available and although specific information wasn't permitted to be reproduced and analyzed, a specific view of the co-researchers' reflective experiences was attained upon the collection of their reflective assignments. Three of the five co-researchers permitted that these essays could be transcribed and used within this research project. The other two essays were not made available due to the individuals' reluctance to have their writing abilities made available to "other people".

For purposes of ensuring confidentiality, each of the interview cassette tapes and transcripts were stored in an area aboard the ship that was restricted to anyone other than staff, and even at that, staff rarely had a reason to access this cupboard. All of this information was transcribed and copied onto two computer diskettes, which were also stored in the security of the staff-room.

As was already stated, personal notes were recorded in my journal as were any reflective notes that sparked my curiosity. This journal allowed me the opportunity to record my perceived influences and biases throughout the experience and, among other things, provided me with relevant information and helped me to bracket my experience. This journal was well protected and kept in my staff cabin, amongst my personal belongings.

Data Analysis

The accepted methods for analyzing phenomenological data are as varied as the number of phenomenological researchers. Due to the relatively recent emphasis on this form of qualitative research, there does not seem to be any one method that is recognized

as superior for analysis, but rather the use of qualities from several more popular approaches seems to be the preference.

What is of importance relative to analyzing phenomenological data, is that the researcher spends a considerable amount of time reading and re-reading the various interview transcripts in an effort to grasp the underlying meaning hidden in the words of the co-researchers. With this, the researcher creates categories which resonate with these meanings, allowing them to visualize and grasp the essence of the co-researcher's collective thoughts. These categories, therefore, represent hours of uncovering meaning throughout transcripts which are forever being referred to for further insight and understanding. In this process, the information speaks to the researcher, and it is with this premise that phenomenology flourishes.

For example, Douglass and Moustakas (1990) designed a progression of steps for phenomenological analysis based on a thematic concept. Their process involved the researcher bracketing her/his perspectives and then reducing the data through thematic clustering until the information was developed into a structural synthesis.

Similarly, Colaizzi (1978) suggested an approach which required the researcher to initially acquaint themselves with the 'language' of the transcripts, and then attach representative statements to concepts throughout the transcripts which supported the research question. With the researchers preconceptions bracketed, the researcher then could cluster these statements or themes into groups of similar meaning. Next, the researcher represented these collective themes in a thorough description of the experience. The final stage of this process requires the co-researchers to validate the interpretation of the transcripts generated from their various interviews.

My approach was an amalgamation of both of these styles. For each of my twenty interviews, transcripts were produced and after several readings, an initial attempt at identifying primary and secondary themes was performed. These themes were then given back to each of the co-researchers for their validation. Inevitably, there were

several thematic changes which occurred before the co-researchers were entirely comfortable with the thematic results. With this, themes were then grouped relative to both the individual co-researcher's experience throughout the programme (within analysis), and the collective thematic experiences of all five co-researcher's experiences throughout the experience (among/ between analysis).

Limitations

Researcher's Role

I fulfilled three roles throughout the program: a) a teacher, b) a Day Watch Officer, and c) a researcher.

Each of the co-researchers were my students, studying the Career and Life Management (C.A.L.M.) curriculum, and the Physical Education curriculum. My involvement in teaching the C.A.L.M. course included units of study in: communication, decision making, and relationships. Although the Physical Education course was facilitated by several teachers including myself, it concentrated on the areas of sail theory, sail training, group problem solving, and conflict resolution. (see Appendix F for The Class Afloat 1993 Winter Academic Programme)

As a Day Watch Officer I worked alongside the students in a socially facilitative position. The primary responsibilities for this job included: technical sailing maneuvers at sea, group process, individual counseling, and conflict resolution. Given the highly personal and interactive nature of the teaching units to which I was assigned and the fact that I evaluated the students, it is possible (although I believe unlikely) that the students were apprehensive about making personal information accessible to me. Although conceivable, this was not the case. The nature of the relationships that were established between myself and each of the co-researchers was such that all of them were constantly striving to assist me in understanding their thoughts and perceptions. Likewise, this

interest was reciprocated and the mutual commitment within our respective relationships grew stronger as the programme unfolded.

I believe that the various roles which I fulfilled, complemented the data collection process, rather than detracted from it. It was one of my challenges to ensure that a trusting and honest partnership was formed between each of the co-researchers and myself.

Confidentiality

It was possible that through my social and professional interactions during this programme, I could have been told information that I would not necessarily want to have been told. I speak specifically of personal information which as a professional, I would have been legally obligated to report to authorities. Although a potential ethical dilemma, once I confronted this situation with each of the co-researchers, and outlined that if I was told this type of information I would be legally obliged to report it, I had no such incidents. Given this, I was careful to stress to them that this was not the type of information that I as a researcher was seeking and that I was open to listen to anything, provided these terms were understood.

Conflict and Conflict Resolution

A large part of my responsibilities aboard the ship were in the areas of group development and conflict resolution. Given the fifty-nine metres of ship that accommodated 63 people, and the subsequent intensity of this six month group experience, it was foreseeable that disagreements and conflicts between the staff and the student body would prevail. Given this, the cooperation and communication between the co-researchers and myself fluctuated throughout the experience. However, no major issues of this nature challenged the relationships that I had created with the co-

researchers. Any difficulties that did arise were minor and were dealt with immediately and were effectively resolved.

Student Suspensions and Expulsions

There have been past instances with this programme where students have chosen to become involved in illegal acts while visiting various countries throughout the world. In such instances and depending upon the discretion of the Program Director, students have been sent back to North America and occasionally not invited to return. No such situations arose on this voyage and, therefore, no social dynamics of this nature affected the co-researchers experience.

Unique Programme

To the understanding of Mr. Davies (Executive Director), Class Afloat is unique to any other Tall Ship educational experience in the world. With this novelty comes several limiting qualities to this particular programme. Firstly, the cost of this programme begins at approximately $13,000.00 USD per student per semester. This logically suggests that the students which Class Afloat attracts tend to come from an affluent background.

Another significant characteristic of this programme which might serve to limit generalizability could be relative to the fact that Class Afloat consists of a 22 week experience for the students. Few, if any, adventure education programmes are spread out over this great of a time span.

Lastly, the students who are selected to join the Class Afloat programme are required to have a reasonable academic average, to have completed a verbal meeting with a Class Afloat executive member, and lastly, to have completed a comprehensive application form.

Delimitation's

Choice of Co-researchers

Of the potential 48 students aboard the ship, only 15 of them were new to the programme in January 1993. All of the other students were with the programme for five months throughout the fall of 1992, and would therefore, be starting in January with different expectations and comfort levels than these new students. It was because of this significant difference in expectations that the co-researchers were selected only from those students new to the programme in January. There is certainly validity in considering the experience of these students in addition to the experience of those students new to Class Afloat in January, however, it is just the second semester students who were utilized in this study (see Chapter 7 - Summary and Recommendations).

Given the methodological choice of this project and my subsequent interest in rich data, only five co-researchers were selected from these fifteen students. As it turned out, three of these co-researchers were in grade eleven and the other two were in grade twelve. It was my feeling that five co-researchers was a manageable number, ensuring that quality data could be obtained and that the study could be effectively completed regardless of unforeseen situations. Beyond their willingness to participate in several interviews throughout the programme, the co-researchers were also required to be accessible six to eight months after the voyage for the final wave of interviews. Each co-researcher selected had presented me with an Informed Consent signed by both themselves and their parents (Appendix C).

On the basis of my past sailing experience, the first month of the programme was to be congested with sail training, learning schedules, gaining "sea legs", and getting settled into the very different ship environment. With this in perspective, the selection of co-researchers was reserved for the fourth and fifth weeks of the programme. Relative to the chosen methodology of my research, this one month delay posed no problems. Once the students were comfortable with the programme, I began selecting the co-researchers

based upon: 1) the mentioned criteria, 2) an awareness of my intuitive selection biases (see next paragraph) and, 3) an appreciation for selecting a cross-section of different 'types' of young people.

The value of my intuition identified in this selection process (#2 and #3 mentioned in the preceding paragraph), was also worthy of comment. Given a phenomenological approach, the quality of information that I required was that which might be easier for some students to express than others. Therefore, it was particularly important that I use my judgment in selecting those candidates whom I considered capable of expressing themselves in a manner which would allow me to best understand their thoughts (not necessarily selecting those whom I perceived as the *most* able but rather those whom I perceived as having the potential to articulate their experiences and views effectively). Although one might question the validity of this, those students who were interested in their learning experience and, therefore, committed to talking about it were the type of students with whom I chose to work. In order for me to access the meaning of a co-researcher's experience and engage in a dialogue which assisted this understanding, it was imperative that the co-researcher was able to articulate his/her thoughts such that I could understand and learn from their words. Throughout my interactions with these students over the first month of the programme, I began to gain an intuitive sense of which of the potential co-researchers were most capable of meeting this need.

The Programme Duration

The winter and spring sailing of the Class Afloat 1995 programme was approximately twenty-two weeks in duration, thus providing a substantial length of time for data collection.

Resentment Among Students

It was possible that the selection of only five co-researchers could have caused some resentment among the students who were not chosen. Anticipating this potential situation, the importance of every student's involvement, be it directly or indirectly, was emphasized. The fact that the co-researchers were only interviewed on three occasions throughout the program served to de-emphasize the research, and in fact, it is my belief that the majority of people on ship actually forgot that this project was being carried out.

Participant Observations

Although this study primarily involved five students, all of the students aboard the ship were indirectly a part of this research. At the start of the programme, everyone was told of the general interests of this research, and that some of the daily activities aboard the ship were being recorded. It was made clear that these records would not make reference to specific people and that these descriptions were to serve as descriptions that sought to provide an understanding of the context within which the co-researchers lived.

Bracketing

It is important at this time to address those things which as the primary researcher, I held to be true about this phenomenon and the biases which I possessed about this research environment. As Van Manen (1990) suggested, "bracketing describes the act of suspending one's various beliefs in the reality of the natural world in order to study the essential structures of the world" (pp. 175-176). Denzin (1989) thought that, "those preconceptions, which were isolated in the deconstruction phase, are suspended and put aside during bracketing. In bracketing, the subject matter is confronted, as much as possible, on its own terms." (pp.55-56) Similarly, it was Becker's (1986) belief that when a researcher was able to identify preconceptions and pre-understandings, they were

less likely to impose beliefs on co-researchers, and therefore, more able to report unbiased results.

Why this project?

My experience as an outdoor educator over the past several years has made me aware of the strong potential for personal growth and learning that can be effectively facilitated in a residentially-oriented, adventure education setting. Specifically, it is my belief that a setting requiring a high level of social interaction in an environment which is both novel and different than that from which the students come, helps to develop within the students inter-personal and intrapersonal skills. I believe that such life-long learning is a difficult end to achieve in traditional learning settings and, therefore, reinforces more and more the need for alternative residential programmes like Class Afloat.

With the Class Afloat programme, students are put into a learning environment within which they have very little 'normal' emotional security (e.g., different peer group, unfamiliar geographical and cultural settings, different expectations and responsibilities, etc.). I believe that this forces them to take ownership and responsibility for their behaviours and their learning.

Having had a previous opportunity to teach within the Class Afloat program, I have an intuitive sense that the qualities that make this programme so unique are also the qualities that play a significant role in the strength of this learning experience. These qualities include: an extended experience consisting of approximately twenty-two weeks of residential living on a ship; a community setting where individuals are required to take an active role in the day-to-day functioning of the community; a situation where students live in "close quarters" with other students, forcing them to deal with daily experiences; and, a sense of independence from their home environment. It is my hope that through this research, I can qualify some of my intuitive ideas about the value of this experience

as seen through the eyes of the students, as well as discover new insights as to their perceptions of this programme.

What, relative to this project, do I hold to be true?

* The Class Afloat environment requires students to be functional, responsible, and active members in the ship community.
* The best way to learn about cultures and other people is to immerse oneself in a situation like Class Afloat, where one must deal in the present with such situations, thus becoming personally involved with and responsible for their own learning.
* A residential learning environment removes students from their traditional peer and family influences and securities, thus requiring them to be accountable and responsible for their own learning and behaviours.
* The Class Afloat environment requires of students, a high level of social interaction, cooperation, personal ownership of behaviours, and functional communication.
* A living environment where individuals are required to interact to the degree facilitated on the ship forces students to take controlled personal risks.
* Time at sea on a ship, within the context of the Class Afloat programme, provides a setting which facilitates introspection and personal reflection.
* Time and distance away from the securities of peers and families, and the luxuries of their "home" provide students with a perspective on their lives which highlights their good fortunes - they will take less granted

Summary

In this chapter I have defined the unique research environment of this study; as a 59 metre ship at sea. I have specified the process in which my five high school co-researchers were selected and I have identifyied the various limitations and delimitations pertinent to this study. Finally, I have noted personal biases that I have bracketed and held as truths throughout this research process.

The course of travel for this project has now been plotted. Before the ship can leave shore and this journey can begin, however, it might be helpful to take a closer look at this unique research setting. The following chapter was an attempt to articulate what a normal day at sea entailed and thus provide the reader with a mental image to take with them throughout the remainder of this voyage.

CHAPTER IV

A Perspective on Life at Sea with Class Afloat

A day at sea...

Introduction

While at sea, I recorded the comings and goings of a typical day with the Class Afloat programme. Attention was paid to detail in an effort to articulate as best I could, the experience of a typical day. Nautical terminology which has been used throughout this chapter has been further defined in Appendix D. The following description follows the course of a full day at sea in mid-February, as the ship was set sail for Natal, Brazil just north of the equator in the Atlantic Ocean.

February on the South Atlantic ...

Like most other mornings at sea, the gentle roll of the ship, the muffled hum of the ship's generator and the warm sunlight shining through the port-hole beside my bunk, helped to ease me out of my deep sleep and lead me into another busy day on the S/Y Concordia. My cabin was located on the starboard bow, and was shared with Peotre (Peter), the ship boson. A young but competent professional sailor from Poland, Peter grew to be a good friend to me and a welcomed authority on ship maintenance and sail repairs. More of a night owl than myself, Peter was predictably the last to roll out of bed in the morning.

The cabin itself, although small, proved to be the largest of the two-person cabins on the ship. The downfall of course was that it was located close to the bow and therefore felt more of the motion from the sometimes relentless waves; for myself, a small price to pay for personal space. As with all cabins on the ship, our cabin enjoyed a small private bathroom (head) complete with sink, toilet and shower. Although

seemingly luxurious when at sea, the use of the shower was restricted to every other day or sometimes every three days because of fresh water rations. With this, its close presence usually served to torment our salt laden skin rather than relieve it. My bunk was on top of Peter's. Long and narrow, it boasted a port-hole with a deep window-well which usually gathered my book of the week, my tape deck, a flashlight and my journal. Under my mattress, my "good" clothes laid in constant press, ensuring less wrinkles than if they hung on the wall exposed to wet jackets and salty bulkheads (walls).

As I laid half asleep in my damp but cool bunk, the rush of water lapping against my port-hole window and the thumps of brushes scrubbing the salty deck above helped me to acclimatize to where I was rather than where my night's dreams had just taken me. Within moments, one of the students who were on the 6 AM until 8 AM Mariner's Watch came pounding on our cabin door ensuring that we were both awake and would not be late for breakfast. Carefully climbing down from my bunk, I gained equilibrium and slid on my clothes for the day. After a brief wash, I made my way out of the cabin and up the companionway (stairway) which led into the mess. The smell of greasy pancakes filled the air and the predictable condiments of jam, sugar, and butter sat on the seven tables. The sun outside was shining bright through the port-holes, so in an effort to escape the heavy smell, I stepped outside through the hatch (door) and onto the damp steel deck. The students on watch were just coiling the hose and putting away the scrub brushes and buckets used every morning to clean off the salty spray from the nights winds. Several other crew members and staff were already on deck, and were clenching their favorite cup of hot tea or coffee as they stood along the railings that surrounded the ships deck. A common sight at meal time, people seemed to enjoy light conversation or solitude as they sipped their brew and looked out across the barren ocean. Moments later, the familiar voice of the First Officer came bellowing across the loud speaker. Laden with a heavy Polish accent, Wyotek announced, "breakfast ... breakfast ... breakfast is served!". With a rush, the railings were cleared as the crew fought for a space at the crowded tables in the

mess. The officers and the teachers were fortunate in that our tables were reserved. The various bench seats were filled in a flash with half-awake bed-heads, drowsy faces of students who had worked the "graveyard shift" on Mariner's Watch (2 AM through until 4 AM), and those early risers who had just completed the morning aerobics class in the fresh salty air. Given the cramped seating in the mess, there was not enough space to allow everyone aboard the ship to dine together - this only added to the rush at meal times.

As usual, bowls of thick, crusted porridge were available for those who cared for it. This particular morning, we were blessed with a choice between either a piece of fresh fruit or a plastic cup of fruit yogurt. Given that we were in for a long leg at sea and fresh foods of any description would soon become an anomaly, I opted for the fruit. Next, the students who had to work the mess for the day brought plates loaded with medium sized pancakes. As with every breakfast on the ship, I gulped down my share of greasy pancakes and tried my best to enjoy a bowl of Corn Flakes soaked in warm sterilized milk. The bell sounded, and everyone abandoned their plates as if the ship were sinking. Crew, officers and teachers squeezed through the two hatchways onto the deck and found their space on the bow for the 8 AM raising of the ensigns and ringing of the ship's brass bell - a daily nautical tradition known as Colours. Following this ceremony, the Captain stepped forward with the Program Director to tell the crew of the day's agenda and pass along any important programme information. The quote of the day was my job:

If you're not living on the edge, you're taking up too much space.

- Author unknown -

Dawn, the Program Director, spoke this morning of where we were in relation to our next port-of-call and how many more days at sea we were expected to be out. Although the four days we had already spent at sea seemed enjoyable, our optimism shrunk when Dawn spoke of the predictable ten to twelve days ahead of us before we would step foot on land in Brazil. This news brought moans and words of

disappointment from some of the crew, but as always with the sea, the reality of winds and currents spoke louder than any well planned itinerary.

It was a day two schedule, and like any day at sea, classes began at nine o'clock sharp. Immediately following Colours, the staff met for a briefing of any further information which effected the delivery of the programme either immediately or in the near future. Fortunately, today's meeting was short and I could get to work supervising the morning cabin clean-up almost immediately.

It was a busy hour between Colours and the start of classes. While the group who were helping with breakfast madly cleaned dishes and floors in an effort to have the mess ready for first class, the other students were kept occupied tidying their cabins and cleaning assigned areas throughout the ship. From time to time a Captain's inspection occurred, and the ship - every space - was visited by the Captain and a member of the student council. The stress felt by everyone on board on such days meant that the daily work was usually completed with motivation and diligence. Today was no exception.

This morning it was my responsibility to inspect the ship and ensure that the students had completed their assigned duties to the Captain's expectations. Unfortunately for two students who were far more interested in listening to their CD's on their bunks than cleaning the stern companionway, I handed out two job-jar assignments. This required that these two young men at some point during the free-time in their day, had to go to the officer on duty and choose a job from the jar. Upon completion of this task, the students were then to find an officer and gain approval that the task had been sufficiently completed. This mechanism of punishment and motivation was questionably successful in that despite the fact that it was the student's free time, the same offenders repeated many times.

The 9 AM bell sounded, and the companionways and the hatchways were filled with the commotion of students rushing off to one of the two classrooms on board, or fidgeting with their harnesses in an effort to report to one of their two hours of boson duty

for the day. As of 8 AM every morning, Mariner's Watch was over and the Day Watch resumed. At 8 PM every night the Day Watch concluded and the Mariner's Watch once again began. Between 8 AM and 9 AM, the officers on duty remained on helm, thus giving the students a one hour break from their 23 hour a day routine.

During the daytime, the students were required to be in their regularly scheduled classes as well as to contribute 2 hours of boson duty to the ship; it was with these students that I regularly worked in addition to my half-time course load. As a Day Watch Officer, I spent my 9 AM until 3 PM shift assigning menial tasks such as: assisting in setting or taking down sails, facilitating the cleaning of scuppers (the eves-trough channels that run along the sides of the ship to catch debris from the deck), and supervising other necessary maintenance work on deck.

On this particular day, the scuppers were our first priority. I met the first crew of eight students, took attendance, and set about assigning buckets and sponges. The morning was proving to be calm, sunny and clear. Although seemingly ideal, by the end of my shift I would be aching to get out of the hot equatorial sun and hide in my cool dark cabin for a well earned nap before supper. The first Day Watch shift worked well and finished the scuppers well within the hour. Given that many of these students were looking exhausted from what apparently was a busy night of setting and dropping sails on Mariner's Watch, I let them relax for the remainder of their shift. The rest of the morning kept pace with the first group, and by noon, many of the laborious tasks on deck were completed paving the way for a less active and very hot afternoon.

As with all meal times at sea, the crowds of hungry stomachs started forming around the hatchways, anxiously awaiting the familiar call for lunch from the P.A. speaker. Not unlike breakfast, when the word was given people raced into the mess seeking out their spot at a bench. Today this rush was likely as much to get out of the hot sun as it was to get closer to filling faces. A smoldering 35 Celsius, the ship's meek air

conditioners couldn't seem to work fast enough to counter the gradually warming steel hull and deck.

Lunch was buzzing with energy. It was our first long-leg at sea and cabin-fever although not yet evident, seemed to be gaining momentum in the minds of everyone. Students were belting out orders for seconds to their peers who were on mess duty and lucky enough to be fulfilling roles of waiters and waitresses. The grilled tomato and cheese sandwiches were under cooked and soggy, but with patience, were plentiful. The fruit juice, as with all liquids on the ship, was luke warm and camouflaged a hint of salt water that was ever present in the ship's "fresh water". The heat of the outside air soon failed in comparison to the stuffy heat of anxious bodies crammed into the bench seats in the mess. Gradually, when the congestion and confusion of the mess outweighed the need for food, students and staff made their way out onto the deck for a breath of fresh air. Since I was still on duty I waited until the lunch time rush had subsided before joining the confusion and instead I enjoyed a peaceful 20 minutes on deck with a few students who were working the helm and the compass.

One o'clock arrived all too soon, and brought with it another 2 degrees of heat. The new Day Watch crew arrived with pleas of relaxation. While in the midst of checking attendance, the Second Officer interrupted and asked that we go aloft and prepare the upper and lower topsails, and the tegalant topsail. With that, I sent everyone aloft and gave them specific sails to ungasket (untie). I too went aloft and assisted two students with preparing the lower topsail. The warm breeze from 13 meters above sea level was a refreshing change from the stagnant hot air on deck. After about 10 minutes aloft, we all made our way down the ratlines (rope ladders) to the deck, and prepared the lines to set the three square sails. With four students on the port lines and four students on the starboard lines, I commanded from the bow to start with the lower topsail. "Ready port-side?" "Ready starboard?" "Pay-out the bunt-lines and clew-lines and haul in on the tack-lines!" Within moments, the enormous lower topsail unveiled to become a huge

white pocket pushing the ship forward and proudly displaying the unmistakable red maple leaf. With the lines secured, the students repeated this procedure with both the upper topsail and then the tegalant topsail. After thirty minutes of business, the sails were set and the lines were all coiled and in order. The crew had worked well and the sun was relentless - I asked them to sit in the shade along the super-structure and relax for the remainder of their shift. My last shift on deck was met with another change in wind direction and therefore the reverse of what we had done during the previous shift. By 2:30 PM, the sails were down and the ship was becalmed. Bobbing gently in the ocean swells, the engine was fired up and the ship resumed it's course.

The Captain emerged from his cabin down below and with a cup of tea in hand, made his way to the bridge. A few moments later, his voice resonated throughout the ship, ordering the cancellation of classes until supper, and the welcomed words of a refreshing recreational swim. The lethargic mood of the hot afternoon was broken, and energetic bodies burst from the classrooms and headed down-below to change into their swim suits and fetch their snorkels and fins. The ship meanwhile, was brought to a halt and the Zodiac was dropped over the starboard rail into the ocean to act as a rescue craft should anyone run into difficulty battling the 4.5 knot current. With a starboard rail lined with anxious teenagers, two watch groups at a time were permitted to jump in and cool off. I stood along the rail also, instructed by the Captain to keep an eye on those students who chose to jump off the rail into the ocean 5 meters below. For over an hour, students and staff alike, enjoyed the fun of swimming in an open ocean where the bottom was no less than 3 km below. The excitement and release of tension was just what was needed for everyone.

By 4:30 PM, the swimming was over and the Zodiac was back aboard the ship and sprayed down with fresh water. I was finished my shift for the day and with Shawn on deck to relieve me, I snuck away down below to my cool little cabin for a quick fresh

water shower to rid myself of irritating salty skin. Feeling revived and clean, I nuzzled into my cool bunk for a short nap before supper.

Given that the mess was above me, I awoke to the confusion of yet another noisy meal unfolding. In no hurry to join the business, I laid in my bunk and wrote a few pages in my journal, before climbing down and making my way up the companionway into the mess. "Good timing" I thought. Only a few students were left eating and a few fellow staff members. Supper tonight was the regular delicacy of deep fried breaded pork chops, dry mashed potatoes and watery coleslaw. Although not my first preference, it did serve to fill the hole in my stomach, and the quiet, sane atmosphere in the mess was well worth the wait. With a thank you to the cooks and servers, I grabbed my cup of tea and lemon slices, and made my way to the bow to enjoy the peacefulness of sunset at sea. In the company of my friend and fellow staff member Shawn, I once again enjoyed my regular evening chat.

With one class in progress, and the mess busy being cleaned from the meals of the day, the deck was usually congested with many students and staff, breathing out their day and enjoying the cool evening breezes which bluntly contrasted the grueling hot sunshine of only hours earlier. An hour or so later and a second cup of lemon tea, brought on 8 PM and the start of Mariner's Watch as well as the ending of classes for the day. By this time of the evening the mess was cleaned up and the students had migrated to their tables and benches to do homework, play cards, write letters, or simply hang out and listen to music. A treasured time of day at sea, I found this to be the time when I learned the most about who these students were, and they found out a little more about who I was as well.

This particular night was the first official meeting of the "Minstrels". Not unlike any other school setting, there was a student council aboard the ship and many subsequent clubs and interest groups. One of the ones I was keen on was the "Minstrels". A group of people interested in singing and playing guitar, we met tonight to establish what we wanted to do and what kind of music we wanted to work on. A group of 11

students showed up to meet with Gary (another teacher) and myself, and from here we tuned up our amateur voices and belted out several familiar songs. After an hour of discussions and song, we finished our first meeting and people dispersed throughout the ship. It was now 9:30 PM and those students scheduled for late night Mariner's Watches were eagerly trying to finish up their homework and disappear into their cabins to get some shut eye.

After another hour of roaming around and talking with various students and staff, I decided that the sun and swimming had gotten the best of me and I too retired to my cabin. Peter was lying in his bunk, so we chatted for a while about his interest in studying medicine in Canada. Eventually, my eyelids brought me to my pillow and with the curtain drawn to ensure I wouldn't be thrown from my bunk in bad seas, I drifted off into another night of sleep and dreams.

Summary

It was my intention in this chapter to illuminate the experience of a day at sea on the Class Afloat ship. It was hoped that with this description, the reader was able to grasp a sense of the setting in which this programme was facilitated, and furthermore, understand some of the social complexities present in this unique research setting. It should be apparent that within this learning environment, education both formally and informally was constant and entirely inter-related. Although reducing the co-researcher's experiences into various themes helps us to see the meaning within their words, this process is actually contrary to the non-compartmentalized nature of experience.

CHAPTER V

THE WITHIN ANALYSIS

Their Voyage Unveiled

- a ship is safest in port, but then again, that isn't what ships are built for -
unknown

The following chapter focuses directly on the experience of each co-researcher. For each of their perspectives, I have started with a gentle introduction to the unique characteristics of each individual in an attempt to try to acquaint you with each of them. With this knowledge, I then looked carefully at the information that was uncovered from each of their unique Class Afloat experiences. This information has been presented first in the form of a table, with the intention of helping the reader to see the bare structures supporting each individual experience. Each table articulates the various first and second order theme clusters that were uncovered, thus providing a solid grounding for the "experience description" which follows. The experience description is simply a narrative of the co-researchers' experiences on Class Afloat 1993, based directly on the specific information identified by them throughout their voyage and up to eight months afterwards.

Throughout this paper I have tried to impress upon the reader the integrated nature of all of the various components of the Class Afloat experience. With the information attained through the twenty interviews, it became obvious that although it is realistically difficult to rationalize the segmentation of this experience, this process proved to be a valuable step in exposing some of the hidden meanings covered deep within the complex experiences enjoyed by the co-researchers. With this, four first order clusters emerged.

The first cluster which has been identified throughout each of the co-researcher's experiences, is that which I have entitled *The 'Experiential 'Learning Experience.*

Although this might appear confusing, it groups together all of those identified characteristics of the experiences which pertain specifically to the learning aboard the ship. These might include characteristics which are specifically related to the formal classroom (academic environment) or these might refer to those learning experiences directly relative to the travel experience.

The second cluster pertained to what I have termed *The Intrapersonal Experience*. Within this higher order cluster, insights were further grouped into one of two categories: *Specific to the Class Afloat Setting* or *Not Specific to the Class Afloat Setting*. These suggest that there was learning attained throughout the duration of Class Afloat which was a direct result of the setting in which the programme is facilitated within (e.g. Class Afloat facilitates introspection), and there was learning which was indirectly a result of the programme setting (e.g. Personal Risk Taking).

The third higher order cluster responds to the social realm of the Class Afloat experience. Entitled *The Interpersonal Experience*, this cluster addresses all of those elements of the co-researchers experiences which dealt with interpersonal communication. Logically, this has been sub-divided into two categories differentiating between the physical environment and its subsequent role in interpersonal interaction, and the social characteristics of the programme which help to facilitate this type of communication and cooperation.

The final cluster which emerged was that having to do with *The Post Experience*. In this category there emerged two sub-categories, one related to the co-researchers perception of their personal growth as a result of the Class Afloat experience, the other relative to their growth relative to the formal learning environment facilitated throughout the various courses taught on the ship.

In order to understand the choice of first and higher order clusters, it is easiest to refer back to the table associated with each co-researchers experience description. For the ease of reading and in order to provide a less fragmented experience description, I

have broken down each co-researcher's analysis using sub-tittles from the higher order clusters.

It was my intention, therefore, to provide the reader with a specific trip through the experiences of each of the co-researchers, and to identify those things which made this journey unique to each of them.

Table 1: Thematic Outline of Cornelius' Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
- Personalized Learning
- Form Own Opinions
- Teacher/Student Proximity
- Class Afloat = small classes
- Hard to Concentrate on Class Afloat Academics

Characteristics of the Travel Experience
- Exposure to Different Cultures and People

The Intrapersonal Experience

Not Specific to the Class Afloat Setting
- Tolerance
- Self-motivation
- Increase in Appreciation and Decrease in Taken for Granted
- Goal Directed Behaviour
- Personal Risk Taking
- Self-Confidence
- Sense of Independence

The Interpersonal Experience

The Social Environment
- Supportive Peer Environment
- Increase in Real Honest Friendships
- Class Afloat Environment = Must Deal with Things
- Class Afloat is a Non-Threatening Social Environment
- Class Afloat Fosters Cooperative Interaction

The Physical Environment
- Close Living Environment
- Enjoys Proximity to People

The Post Experience

Perceptions of Personal Growth
- Sense of pride/ ownership/ accomplishment
- Value of Class Afloat

Introducing Cornelius ...

Cornelius is a self-directed and vivacious grade eleven student. Living at home in Calgary, she considers the support and honesty of her relationship with her mother to be equal to that of a best friend. Cornelius first found out about Class Afloat from a friend who unbeknownst to her, had recently completed a five month voyage with this programme. After perusing the Class Afloat year book, looking at her friend's photographs, and sitting through many stories outlining "what it was like", Cornelius began inquiring further. So excited about the potential of a semester of high school at sea, Cornelius took it upon herself to apply to the programme before even talking with either of her parents. Coming from a split family, Cornelius knew that the cost might be prohibitive. Her intention was to see if she were offered a position before approaching her parents with the idea. She didn't last. With the skeptical support of her father, Cornelius spoke to her mother about this rather unique opportunity. Her mother knew that she was up to something, and with the truth exposed, her suspicions were confirmed. Excited about the idea, but concerned about the cost, she and her mother began scheming about how they could raise the money to afford Cornelius this opportunity.

Immediately Cornelius and her friend Emily who was also planning on joining Class Afloat in the winter of 1993, set about small money-making projects. After a year of earning money through teaching skiing, working at a retail ski shop, selling off unnecessary things, and developing a small textiles business, Cornelius and her mother had together saved enough money to be able to afford for Cornelius to go. For her mother as much as for herself, January 20, 1993 represented a long awaited and well earned one-way flight to Port-of-Spain, Trinidad.

Cornelius' Voyage ...

Cornelius' 'Experiential' Learning Experience

Cornelius found that the learning on Class Afloat fit into two different categories: the academic side and then everything else. She identified that the academic learning included all of those things that she learned in classes, namely the standard, predictable, curriculum items. The other list as Cornelius claims, included "... learning about other people, how to live with other people, learning about how things work in other countries by being there ...".

Cornelius found that the living environment on the ship was instrumental to a lot of what she might call her non-academic learning. She found that because she had to live with so many people in a small space, especially in regards to her cabin and three cabin-mates, she was forced to become more tolerant of others. She admitted that she had to learn to live with forty-three other students, some of whom she liked and some of whom she didn't. As she saw it, whether she liked them or not, she had to work things through and couldn't hide from things. Cornelius believed that this quality of her experience would be valuable for the rest of her life. She stated that, "... I've learned tolerance which can be applied in other situations and I just think it'll help me to deal better with people in general ...". Throughout her experience with one of her cabin-mates, she learned to be aware and to choose her words more carefully; a frustrating experience while it was happening, but a valuable experience in retrospect.

Cornelius found that the academic learning environment on the ship was effective for her, but not necessarily with every course. She has always been most comfortable learning by listening to lectures, taking notes and then memorizing the information only to regurgitate it on a test. Although this method of learning did come in handy for some courses, some courses required that she learned to be more comfortable with other methods. The Social Studies programme, for example, was taught to a class of only nine

students and followed more of a discussion format. Cornelius grew to appreciate this course because with such a small group of people, she was comfortable in the informal discussion format chosen by the teacher. She continued ...

> ... actually I'm a lot more comfortable in such a small class and ... because I live with these people that is good, cause when you're among friends you're not afraid to say anything ... I know they won't laugh at me ... in a school where some of the people in your class are not your friends, if you say something dumb you might get snickered at ...

As well, Cornelius suggested that,

> ... every other day we have class in Social Studies on the mizzen deck at night, by flashlight in a circle ... we just talk all class ... I mean in a regular class situation that is totally out of line ... I'm learning things because I'm forced to participate ... you have to participate or it's kinda evident ...

Although Cornelius saw these characteristics of the Class Afloat programme to be beneficial, she did note that when it came to do homework or studying, things were quite difficult. Although she found her personal space not to necessarily be an issue, she did speak of how her ability to concentrate was constantly challenged. She found that the pace of the day and the number of other responsibilities that she had were sometimes very distracting. She adds, "... it's harder to motivate yourself to do it than at home ... you're a lot more tired because there's so many other things going on besides school ... I find a lot of the time I'm really tired ...". Other than the fact that all of her responsibilities meant that her days were full and that she was always tired, she also contended with the fact that she would have to study on a ship that was always moving, in rooms with many other people, and generally on the ocean where there just seemed to be many other more interesting things to be doing and experiencing.

Cornelius found the Anthropology course to be of benefit to her overall experience because the assignments were so relevant. She found that the course was

based on the various places that she visited which required her to really look at the architecture, the people, and the culture in general. Specifically, she remembers filling out "Culture Logs" after leaving each port of call. She felt that this made her interact more with the place and assume more than the role of a tourist.

Also, Cornelius enjoyed having the opportunity to take courses that weren't available in Calgary such as Marine Biology, Psychology, and Physical Education with a twist toward Sail Training.

All of these qualities of schooling on the ship meant that Cornelius enjoyed the learning environment more than that at her school in Calgary. It was primarily the class sizes and the "casualness" of the environment that she related to so well. This was largely because of the rather unique relationship that she had with her teachers while on Class Afloat. " You live with your teachers and they're your friends ... I mean in a normal class you are expected to sit in your seats and be quiet, but on the ship we were all sitting in our pajama's on top of the desks eating our cereal or whatever ... lulled by the motion ... it's neat ...". As well, Cornelius found that because she lived so closely with her teachers, she was motivated to do her work and be responsible. As she stated, "... there's advantages and disadvantages to this ... you can't make excuses for not having homework done ... you can't escape things ... you can't pull the wool over their eyes ... it's good cause it encourages you not to slack off or it encourages you to be motivated and to go to class ... ".

As Cornelius stated, her learning experience aboard the ship was quite complex, stretching from her formal learning in classrooms to what she considered her more profound learning outside of the classroom. It is also clear that most of her informal learning was as a result of her various interactions throughout the twenty-two week experience. As stated earlier, the learning environment which she identified can not be separated from either the intrapersonal or the interpersonal experience which she enjoyed, but for the purpose of simplicity, I have categorized them as such.

Cornelius' Intrapersonal Experience

From the start, Cornelius remembered her Class Afloat experience as something for which she was highly motivated. Be it all of her and her mother's hard work in raising the money to go, or her determination and commitment to fulfilling all of her many responsibilities on the ship, Cornelius valued the experience she had of being highly self-motivated and determined. Because of the various set-backs that she and her mother did experience in the raising of money, Cornelius also remembered this experience as a test of perseverance. With this, she believed that, "... nothing's impossible ... because I had a lot of doubts, if you set your sights on something and if you're willing to do the work, then you can usually do it ...". As she worked toward her goal, she remembered having doubts and feeling as though if she couldn't afford the money, she would be letting many people down. It was all of these feelings that she remembered as motivating her even more to earn and save the necessary money. Her sense of self-motivation didn't end once she arrived in Trinidad. Cornelius remembered the busy days at sea and the many distractions that constantly gnawed at her. "No one makes you do stuff when you're assignments aren't done, not that anyone stood over me at home, but here because it's so busy, it would be so easy to just slack (off)...".

Her self-motivation was a direct result of her sense of pride and fulfillment about her opportunity of attending the Class Afloat programme. She believed that her hard work in earning the necessary money to participate in the programme played a significant role in her appreciation of the trip. As Cornelius recalled,

> I'm glad I had to work so hard and that I had to do it cause I really appreciate it. I'm not going to take anything for granted, I'm not going to mess it up ... where there are some kids who are sort of living dangerously, breaking a few rules here and there, and I'm not going to do that just for the sake of fitting in with the crowd or whatever because it took me so

long to make the money to get here and so much hard work that I don't want to just throw it all away or take the chance of getting in trouble.

It was this type of self-determination and learning, that Cornelius believed played a role in some decisions she made during her Class Afloat experience. Pressured from her father to apply to universities while at sea, Cornelius built up enough courage to identify that this wasn't what she wanted, and as a result, she threw the applications over board. With this decision made, she told her father that it wasn't something she wanted to be doing immediately and that she wanted instead to remain at home and do as she pleased; spend time with her sister and mother. Rather than accepting the pressure from her father which seemed to be the pattern that Corelius had developed, she took a stance and decided for herself what was best for her. This decision was symbolic of the self-confidence and determination that Cornelius had developed as a result of her experiences with Class Afloat. She recalled that, "... that would have been a decision that would have been harder to make had I stayed here (at home) ... so the time and distance away gave me the confidence and perspective to make that decision properly ...".

Class Afloat gave perspective to some things that Cornelius until now, had taken for granted at home. Likely the most profound insight she gained was relative to her relationship with her mother, and how she just takes her and the work she does for granted. "I think you realize the distance ... when you're that far away you're thinking about home and you realize how big a part everyone plays in your life at home... so I think that being so far away and being so cut off, makes you realize that these people are okay and important to you."

On galley one night on the ship, Cornelius recalled thinking how much work was involved in preparing and cleaning up from meals, and just the general cleaning of the ship's living space. Although she played a part in these roles at home as well, she felt that she was able to better embrace the amount of work that went into such chores after experiencing them first-hand on the ship.

To ensure that she didn't forget these perspectives, Cornelius took the time during the programme to record in her journal all of these insights in an effort to recall these perspectives in the future, and not ever to forget them. With this conscious awareness she hoped that her new appreciation's would become routine just as her taken-for-granted behaviours were habits prior to leaving for Class Afloat.

Confidence was another element of her personal experience that she valued significantly. A lot of the qualities of the Class Afloat programme required a student to take some significant personal risks, and to learn how to fend for themselves. Cornelius recognized that her experience provided her with a strong sense of independence given that she was away from home for a long period of time without any family or close friends. Through this risk taking situation and the endless other risks she was faced with throughout the programme, she claimed to have developed her self-confidence to a point where many risks that she would not have considered previous to the trip, were considered 'safe' following the trip.

Cornelius' Interpersonal Experience

Although tightly woven throughout her overall experience, it is important to emphasize the value which Cornelius attributes to her interactions with the various people throughout the voyage. The closeness of the living environment, for example, played a significant role in Cornelius' perception of her experience with Class Afloat. "You have to work out differences and all, but it's like really close ... it's like a family environment ... people are really supportive." She recalled feeling good about the cooperation amongst her peers, how everyone worked together to accomplish things, and how everyone grew to appreciate each other and depend upon each other. As much as Cornelius tried to articulate what she meant, she couldn't find the words to express the feelings that she had for the sense of community on the ship. "... There was a lot of acceptance ... it made me think about the way you think about your friends and family members ... old friends ... it's

tough to put your finger on." One day when she was feeling sea-sick, Cornelius remembered lying on her bunk and a friend coming into her room and sitting on the end of her bed talking to her until she fell asleep. It was this quality of support and caring that she remembers so well, and values highly from this experience.

In looking back upon the experience, Cornelius recalled mostly the people. She continued,

> ... just the way everyone worked together ... it was a big thing for me .. the people ... cause we won't ever be together again ... it was a way of life ... everyone knew everyone thoroughly ... there was a lot of acceptance ... it's a sense of community ...

Upon remembering her favorite experiences, Cornelius commented on the experience everyone shared on Easter Island. After a day of land programme, all of the teachers and students met at a cave along the coast. Here everyone shared a bonfire, barbecued supper and slept overnight in the cave. Cornelius considered this to be one of her favorite experiences because there was a strong sense of community and acceptance that evening. She enjoyed the "slumber party" sense of the experience and considered the supper to be the best of the trip because everyone chipped in and helped out. In contrast, Cornelius also remembered while in rough seas on the ship, how those vulnerable to motion-sickness would stop whatever it was that they were doing and go out on deck to relieve their stomachs over the starboard or port rail. Although socially questionable in other situations, this was a practice openly accepted on the ship. "It didn't phase you after a while, you just kinda had to do it and so did everyone else ... well, most people ... so it was kinda funny, but (nonetheless) all a part of it (the experience)..."

Cornelius was very happy throughout the programme to be meeting so many new friends. Frustrated with the network of close friends at home in Calgary, Cornelius was anxious to get away from a lot of the gossip and the friends that she really didn't enjoy, and meet some new ones. On the ship, she was delighted to find that there was always

someone sitting around that she could talk with, and that the situation was such that people were always working together and interacting. An expectation before coming on the programme, Cornelius was content with the several "good" friends that she made throughout the twenty-two weeks, and felt confident that she would always be in touch with them.

It was the various situations in which she found herself, that played a large part in her getting to know others so well. On the ship, she shared a cabin with three other girls within whom she confided. Aside from her cabin-mates, there were the many structured groups that she was slotted into: Mariners Watch, two different Boson Duty Watch groups, and all of her different classes. In addition to these, there were the unstructured parts of each day where she spent time with other people also not busy with their many responsibilities and duties. While in port, each student was required to be in a minimum of a group of four students. A safety rule imposed by the staff, there were situations where this rule changed and students were required to be in perhaps co-ed groups of eight students.

Class Afloat to Cornelius, therefore, represented a significant social experience. Growing up in a small house with a mother and a sister, and having a relatively small group of close friends at home, the situation on this programme was one of companionship for Cornelius. "I think a lot about the people, a feeling (of) everyone together ... just the way that everyone worked together ... it was a big thing for me ... the people ... it was a way of life ...".

Having read through Cornelius' perceptions of her experience relative to her learning and to her experience both intrapersonally and interpersonally, it is of value to conclude her description with her views regarding her post experience. With this, the significance of Cornelius' interaction on the ship will become apparent.

Cornelius' Post Experience

There seemed to be no mistake that Cornelius valued her Class Afloat experience first and foremost, for the interaction which it facilitated. She embraced the proximity to others, and developed strong links of security and comfort in the relationships which she worked hard to create. Frequently she spoke about how much fun she had with her new friends and how there was always someone available to approach and speak with.

As vital as her peers were to this new network of friends, the adults aboard the ship were of equal importance to her. The approachability of the teachers and the quality of conversations that she was able to develop over the course of the twenty-two weeks, made these relationships an equally integral part of her experience.

She recalled times since the voyage when she would remember both significant experiences, and the seemingly insignificant situations, and a smile or a tear would overwhelm her. She was constantly amazed at how evident and significant everything seemed to her, even those things which seemed unimportant. Through these experiences, she spoke of being reminded of how valuable every element of her experience was to her. Remembering in earlier conversations how she emphasized how important the casualness and the sense of community were to her experience, and how these characteristics among others, helped her to internalize her experience and draw meaningful learning from it. It was comforting to her to be able to acknowledge that those things which she identified as valuable to her on the ship, remained to be those things which she cherished after the voyage was well over. She concluded this best herself when she stated, "... we did a lot of very ordinary things in an extra-ordinary environment ...".

Throughout this description, it became increasingly obvious that Cornelius' experience with Class Afloat was highlighted by positive interaction and reflective, intrapersonal learning. With this comes the echo of information from the literature review indicating the unique qualities of adventure education and the subsequent value inherent in this approach to learning.

Table 2: Thematic Outline of Daniel's Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
- Academic Motivation
- Learning Has Immediate Relevancy and Consequence

The Intrapersonal Experience

Specific to the Class Afloat Setting
- Class Afloat Facilitates Introspection

Not Specific to Class Afloat
- Tolerance
- Increase in Appreciation and Decrease in Taken for Granted
- Self-Motivated
- Commitment to Self
- Personal Risk Taking
- Self-Confidence
- Sense of Independence
- Increased Connection to Natural Surroundings
- Increased Value for Personal Space

The Interpersonal Experience

The Social Environment
- Closed Social Environment
- Class Afloat = Must Deal with Things
- Class Afloat = Social Learning

The Physical Environment
- Close Living Environment

The Post Experience

Perceptions of Personal Growth
- Inspired New Life Perspective
- Perception of Personal Change
- Value of Class Afloat
- Inspired New Personal Habits

Introducing Daniel ...

Daniel was already a high school graduate from Toronto when he joined Class Afloat in Trinidad. A bright and insightful young man, Daniel had been working for his father throughout the fall of 1992, living at home and enjoying the security of "hangin' out " with his friends. Although he didn't mind the work he was doing, he found himself growing lethargic and lazy throughout the fall and, therefore, turning more and more to his friends for enjoyment and excitement. Involved in drugs and generally a "going nowhere crowd", Daniel realized the danger and negativism of his situation but felt unable to change things. By January of 1993, Daniel was smoking dope almost daily and was feeling less inclined every day to try and reverse his situation.

Fortunately for Daniel, his mother and he had a very open and trusting relationship. She was tuned into Daniel's situation and although maybe not fully understanding of it, was certainly keen on helping him to get out of it. One day early in the new year, Daniel's mother stumbled across an advertisement for a programme on a tall ship called Class Afloat. It was her thought that if he could get a break from his current situation and be exposed to other people and more positive and stimulating environments, then Daniel might better be able to make objective decisions regarding his situation. Curious about how Daniel would receive such a thought, she approached him and learned that he also was interested. Daniel saw this opportunity as a safe way to remove himself from his situation and put himself in a drug free environment where there were severe consequences to any drug abuse that he might engage in. Daniel, like his mother, saw this as an ideal means of getting away for a long enough period of time to gain perspective on his situation, and make some decisions for himself.

After only two to three busy weeks of phone calls, interviews and logistics, Daniel made his way to Lester B. Pearson International Airport in Toronto, and found his seat on a plane bound for the Caribbean.

Daniel's Voyage ...

Daniel's 'Experiential' Learning Experience

Not unlike the other experiences, it is helpful to remember that each part of Daniel's experience is holistically interwoven throughout his entire experience and to isolate part, one must remember connectedness of the whole. Having stated this, it was obvious that the formal education component of Class Afloat played a less significant role in Daniel's experience than perhaps it would have for another student. There were several characteristics of the courses on the ship, however, which made Daniel's academic experience more valuable than it might otherwise have been.

It's Daniel's opinion that academic motivation started with the teacher, and if the teacher wasn't interested in the subject being taught, then he wasn't either. He found that generally speaking, the teachers on the ship were excited and motivated, thus interesting him in being the same. As well, he spoke of how he's always appreciated those teachers who could step out of their role and be human, come down to the level of their students and be a friend. He spoke of respecting teachers who had this ability and suggested that those present on the ship were like this; they were approachable. This was part of the reason that Daniel felt that he was more motivated and interested in what he was expected to learn. He found that the subjects were relevant to what was being experienced both on the ship, and in ports of call. For Daniel, to be shown how the information he was expected to learn was relevant and important to him, was a means of motivation in itself. As he explained, "... just having it relevant makes it so much more worthwhile learning it and understanding it ... you can apply it to the places you're visiting, whereas at home, there's a lot of things you do in school that I find myself saying 'why am I doing this, it doesn't interest me'. An example of this was Daniel's Marine Biology project where he studied sea birds. "It just seems so much more worthwhile and relevant cause it's part of the whole experience on the trip ... I'm like really getting interested in them". He spoke

of becoming more observant on deck and when he saw a bird he didn't recognize, he would run into his cabin and get the bird book to look it up. As he concluded, "... I guess my experience with what I'm learning is helping me to learn". With this, although Daniel had finished high school in Toronto with respectable marks, he admitted not ever being motivated to learn. In reality, he did what was expected and got out as fast as he could.

The learning that Daniel perceived from his experience became amplified simply by the intensity of the ship environment. Because there was nowhere to go for five months and because everyone was experiencing similar things, Daniel found that the learning which he came to appreciate was learning that was accelerated. The insights that he came to understand about himself were more obvious and defined than they would ever have been at home. As he saw it, there were so few distractions and everything reinforced everything else so much, that his learning was illuminated. Daniel felt that as a result of his time away with Class Afloat, he had more faith in what he thought and in the decisions that he has made.

Indications throughout this part of the description suggest that Daniel's Class Afloat experience was profound more from an intrapersonal perspective than perhaps any other viewpoint. Adrift in Toronto with a dwindling self-concept and almost no self-motivation, Class Afloat seemed to have had a profound affect on Daniel.

Daniel's Intrapersonal Experience

Daniel believed that Class Afloat was effective in helping him to appreciate those things that were positive in his life. The fact that he could only contribute his spending money to the finances of this programme meant that his parents assumed the much larger registration bill. "I don't think it's important that I pay more, I mean if your parents are paying then it shows you what they're willing to do for you ... all I can really do is say thank you." This support was especially appreciated from his mother because it was she

who initially proposed Class Afloat as an option. Daniel knew that although he couldn't really understand why this opportunity was so important to her, that she supported him and that he trusted this support.

In addition to the opportunity of Class Afloat, Daniel was thankful for the many other direct and indirect aspects of the programme which have given him new insights. He found that "... the amount of things that I've seen and done and thought since I left Toronto is more than I had done over that whole six months in Toronto." Daniel felt that some of his thoughts were focused on his future: future travel interests, perhaps career options, family and friends. Through this experience Daniel felt that he gained insight into what he really holds as valuable in his life. "It makes you realize what you really need ... after a while you get used to it (not having it)...". Daniel spoke of something as simple as showers. At home he had a shower every day and didn't even think about it whereas on the ship because of water rations, he would only shower once every two or three days. He said that when he got to shower, it felt so much better than showering every day; he appreciated it more. This was also the case with the food on the ship. With an American and then a Polish cook, if he wasn't being fed enough with one, he was being insulted with "shitty food" by the other. As he recalled when he got into port and ordered a nice big meal at a restaurant, he appreciated the quality of the food and savored the taste far more than he ever did when it was readily available. The same situation was true for other things such as the size of his sleeping space, the privacy that he had in a tiny cabin of four, the availability of a stocked refrigerator, and the comfort of his belongings placed where he wanted them in his room. Through this, Daniel grew to realize that, "... more and more, I don't want to go back to the comforts of North America ... I want to have less of the comforts (because) it feels like I'm closer to myself then ... less distractions." He saw conveniences like those he grew used to at home in Toronto, to be an "escape"; something that clouded who he was as a person and what he believed to be important to him.

Learning seemed to have been the key word for Daniel's Class Afloat experience. He perceived that as a result of this overall experience, he has learned to become more relaxed and rational in his thinking. He felt that he no longer got as worked up about things as he did before leaving for Class Afloat. He found that there were countless things that he learned about other people, how they interact and how he interacts when he is surrounded by others. He spoke of how he was able to mentally remove himself from the ship environment and recall his situation at home in a more objective light. He viewed his time on the ship as being similar to a scientific experiment where he could trace his experience and understand what situation brought about what change or what insight. "It seems like a very clear cut period in my life ... because I put myself through that experience I can come back here and say that even though this food doesn't taste very good this is really good because I was eating food that was really bad for a long time...".

Daniel saw that Class Afloat was of huge benefit to him because it meant that he got away from drugs and the lethargy of Toronto, and focused on positive and constructive behaviours. He spoke of how his ability to focus on school was increased and how his grades stood tribute to this newborn motivation. He spoke of how the ship environment was a good environment for learning, because it taught relevant information. As well, Daniel spoke of how interested and "into" the courses the teachers were and how that in turn, rubbed off on his level of motivation to learn the material. As he explained, "... I've never been into school like I am here, even though I don't find it all that challenging ... I really want to work hard on it and get really good marks."

Daniel spoke highly of the pace of life on the ship. A situation where he had expected a casual, slow paced lifestyle was as he discovered, quite the opposite. He grew to really enjoy the pace, and realized that he had many responsibilities and that if he had time free, he liked to help out on deck. He claimed that it made the ship look better, because as he says, "I took pride in how the ship looked when we got into port."

Daniel found that his time on the ship showed him the potential that he had to work effectively without being distracted. Apparently, this was a problem for Daniel back home in Toronto. As he accounts,

> although there are a lot of distractions on the ship, it really depends on how much you want to become involved in the distractions ... there are a lot of students that do involve themselves ... TV and music, and partying, and drugs and alcohol ... in my life it was all there 24 hours a day if wanted it ... so inevitably, I was finding myself engaging in it ... whenever I could, I'd get out of school and go off partying ...

Daniel believed that simply being out of the city and subject to clean air and "watching the rising sun", was not only inspirational for him, but it helped him to focus on his responsibilities as a student on the ship, and a teenager at home. He compared his experience with Class Afloat to that of an Outward Bound course that he had taken, and determined that a quality of Class Afloat that set it so much apart from anything else that he'd experienced was the length of the programme. He suggested that this amount of time helped him to uncover a lot of potentials that he had that were either buried or that were simply never acknowledged prior to the trip. "For me personally, school and physical exertion ... there have been times when I've been dead tired ... you just have to do something on deck, it doesn't matter, everyone is tired ... it made me realize that I can take that extra step."

Time management was also a growth area for Daniel. With the busy schedule and all of the responsibilities and expectations placed on him, Daniel saw that he really had no option but to become better at organizing and managing his time. As the trip unfolded and his Mariner's Watch shifts moved later into the middle of the night, Daniel was conscious of honouring his responsibilities to the ship, but also aware of his personal expectation to keep his grades up and learn more about sailing and sail theory. There seemed no question, that Class Afloat facilitated Daniel's learning of more efficient time

management, and indirectly reinforced his sense of responsibility and ownership aboard the ship.

The time away from Toronto and the amount of time and space that Daniel has had to reflect on his life situation and to try to extract some learning value from that perspective, was without question the most treasurable characteristics of his Class Afloat experience. Tied up in this learning curve are many revelations. Firstly, Daniel came to realize how much he valued personal space and introspection. Scarred with the impression that he was a loner, he saw that the night time was especially important to him on the ship (as it was at home) because that was when most people weren't around. It was this sense of solitude and the enormous sense of uninterrupted, open space that brought Daniel to realize how important the night time was to him and his thoughts.

Likewise, the connection that Daniel felt to the natural world was also worthy of mention. Another form of escape for Daniel, he saw this as more of an ideal situation to ponder upon himself and his thoughts, rather than an avoidance of dealing with something external to himself. As he affirms,

> I think this environment (Class Afloat) gives the thinker the ability to define and confirm ideas and beliefs too complicated to decipher in a sophisticated, technologically oriented society. I myself have done a lot of deep thinking and I realize that a lot of these new beliefs wouldn't have arisen if I wasn't in the traveling environment.

Daniel spoke of his favorite spot on the ship. Here, he would walk over to any time of day or night and sit down with his legs bent and instantly be at peace with himself. "It was a spot where I had total relaxation and total peace." With his responsibilities accomplished, Daniel felt he could enjoy this solitude in a way that he says never happened at home. There, he felt as though there were no end to his responsibilities and that there never existed a space where he could enjoy uninterrupted solitude. At home, he remembered, there was always someone yelling to him or

knocking on his bedroom door or needing some help. On the ship, Daniel had a sense that everyone was so busy and had such little personal time, that when someone was by themselves, it was their choice and that suggested that they be left alone. He cherished this quality of life on the ship. Despite his recollections of time alone, it was difficult for Daniel to articulate what it was that he thought about. He suggested that, "with a clean, undistracted mind a lot of the embryonic thoughts I had in the past were given the time and space to develop ... I have made many realizations through thinking and in a way ... answered a lot of questions". "Everything and nothing", was his conclusive answer.

He spoke of the enjoyment he found in sitting with his reflective journal outside in the evening, or on the solo experience on Robinson Crusoe Island. Although his recorded thoughts were sparse, when he did write them down he cherished returning to those pages and recollecting the time and place that he wrote them. He believed that journal writing was a valuable thing to do on an experience like Class Afloat because it helped him to remember what he was thinking and feeling and why. He recalled his mother encouraging him to write in a journal throughout his trip because as he recalled, she had done this at an earlier time in her life and had grown to value her journal's memories. Initially, it was his mother's encouragement that created Daniel's curiosity in starting to journal write.

Daniel realized that he had been a procrastinator and that in all he had done, he had been most productive and effective when he worked under pressure. With being able to articulate this, Daniel was able to come to "... grips with it and learn to be more responsible about it." Daniel recognized that upon joining Class Afloat in Trinidad, he had set an expectation of himself that he would not succumb to peer pressures as he had at home in Toronto. He was committed to avoid this as best he could and focus on trying to better understand himself as an individual. He found that the peer pressures on the ship were very evident, and that like at home, it would have been very easy for him to fall back in that trap had he not set this goal for himself. Fortunately, Daniel was determined

to honour his commitment to himself, and with some exceptions, felt that he did indeed succeed at meeting his goal. Through this he realized the "security in numbers" benefit in bowing to peer pressures and how it had affected him. He attributed his abstinence to this, to his sense of independence and his commitment to himself throughout this experience. As he stated, "I came on the ship with a mind-set to get away from peers .. it's dragged me down in a lot of ways". Through this dimension of his experience, Daniel was able to identify that he is not necessarily the kind of person who was willing to change for others, and that it was this that helped to lead him to an increased sense of independence.

Throughout the time Daniel spent on the ship, his interests in his future gained in momentum. Whereas when he began the programme his thoughts were confused and unmotivated, he felt that throughout the programme his thoughts became more defined and ambitious. By the end of this experience, Daniel was considering several options: going away to university because as he said, "it'd be better than not doing anything"; or returning to work for his father with interests in learning the family business; feeling confident about his life enough to get a job at home and take some time to figure out where he wanted to head and what his next step would be.

Daniel felt that he was able to more accurately define who he was and with this, have a stronger sense of who he wanted to become. Interestingly, Daniel described the significance of his experience with Class Afloat less as an amazing trip on a ship that sailed around South America, and more in terms of simply not being in Toronto. For Daniel, it was not where he was but rather where he wasn't, that was significant to his learning. He saw Class Afloat as a get-away from the distractions and confusions present in his life. On the ship, he found that he was in a situation that was open for learning and experiencing "new things", whatever his definition for "new things" was. Daniel spoke of being able to leave home and parachute into a totally new situation where the distance away helped him to learn objectively about himself and who he was in his original

situation, knowing that in time, he would return to where he began. "In my situation I really needed that ... it's probably not as desperate for some other kids ... not as important, but timing-wise for me, it was really good."

At home and with his friends, Daniel felt that he had become an escapist, and equally as disturbing, he realized that he lived in self-denial of both his situation and his "frame of mind". He viewed his trip with Class Afloat also as an escape, but saw it as far more "dangerous" than any escape he had been apart of before. Daniel saw Class Afloat as an escape where he was forced to face his own reality rather than what he perceived as *hiding* from his reality as he did at home in Toronto. When the opportunity was presented to him to come on Class Afloat, he viewed this as a "big step", but at the time knew that he had no other better options. As he said, he took "a leap of faith". The fact that he didn't know what was going to happen, and that he was nervous about all of the unknowns associated with living for twenty-two weeks on a ship at sea, motivated him to work things out so that it was a positive experience. In the past, Daniel recalled thinking about things to help himself, and then constructing in his mind all of the negative things that could happen if he tried the idea, and therefore never taking the step. As a result of this "leap of faith", Daniel saw things very differently.

> So after having a positive experience with that it's probably good to go onto another positive experience and just take another leap of faith ... I guess I'm a stronger believer in leaps of faith ... it's (Class Afloat has) given me something that I can look back on as a big event and a big accomplishment in my life ... in the past I really haven't had ... anything really to look back on and say you know 'I succeeded at that' ... it's something that I can assure myself about things with ... it's a big risk that I took and I succeeded at it and so I can assure myself with it in future risks.

It becomes apparent after reading through this description just how much perceived learning Daniel attributes to his experience on Class Afloat. To a large extent,

his time at sea meant significant insights to his understanding himself better and articulating his behaviours in interpersonal situations. As well, and at least as importantly, Daniel seemed to put into perspective all of the introspective thoughts that he had, and plot constructive routes for helping himself upon returning home to Toronto and host of old, destructive social patterns. He continued along this vein when he spoke of his post experience:

Daniel's Interpersonal Experience

The close living environment characteristic of the ship, was a valuable quality of this programme for Daniel. The sharing of a small cabin with three other people was both a challenge and a learning experience. He spoke of how he was assigned his cabin when he arrived and left with the responsibility to work things out amongst his three cabin-mates, each of whom were complete strangers. Throughout the voyage, Daniel learned to tolerate those things about his cabin-mates that irritated him, realizing that there were likely things about himself which weren't appreciated by them. He saw this acceptance and tolerance as a product of his living situation and learned a great deal from it.

In this context, Daniel felt as though he had no other option but to deal with his frustrations and negotiate with those people who were at the core of his anxieties. "You learn your limits" he said. "It's like learning about yourself around others ... especially when you can only walk about twenty feet in either direction ... you don't have a choice". He grew to realize that this "learning to deal with things" referred to his learning to feel more comfortable giving and receiving "confrontation". By this he meant that where in the past when someone would criticize him, he would take it personally, on the ship he grew to realize that such criticism of him was directed at his behaviours not at his person. He recognized that a lot of people, himself included, take things the wrong way. Daniel learned that if he needed to say something it was important that he say it, but in such a

way that it was effective, constructive, and focused on an individual's behaviour rather than their character. As well, and as importantly, Daniel suggested,

> I've just come to the realization of the differences among people ... people are not the same, they have different goals and maybe I shouldn't jump all over them and give them my piece of mind ... that there are some that aren't able to listen to it or ready to listen to it for one reason or another ... that sometimes it's for me to just keep inside, knowing the right time and place.

Daniel didn't only learn these things in his cabin, he found this education throughout his experience in many forms. The first leg of sailing at sea, Daniel experienced severe motion-sickness. Trying to deal with his abstention from drugs and the new setting in which he lived, his days were further challenged by nausea and stomach flue. Daniel recalled his body slowly adjusting to the motion, and gradually as the trip evolved, he felt more consistently healthy and functional. "It's one of those things that you just have to experience ... this taught me some psychological things ... like fighting it ... it taught me to distract my mind, (because) sometimes it's just good to get out and do some physical work ...". Daniel remembers situations like his sea-sickness, and believes that these things helped him to be able to adjust to challenges, and learn to deal with adversity; things he considered to be valuable skills for his future.

Daniel learned some valuable lessons about friendship while on the ship. He felt from the start of the programme that he was different than most of the other students on the ship, and that there really wasn't anyone on the ship with whom he could identify. He made one "friend" on the ship, but as time passed and his perspectives came into focus, he realized that this relationship wasn't one of a "friend", but rather more of an "associate". He came to realize that the so-called "friend" that he had met, was similar to his "friends" at home, in that he was a "false friend". Daniel felt that the ship aided him in differentiating and articulating between friends and associates. He saw this awareness

as being very valuable and suggested that because of this perspective, he was able to get along with other students on the ship because he understood the nature of his relationship with them. Daniel claimed that his experiences throughout the programme have helped him to understand what he defines as friendship and, therefore, the criteria by which he should be choosing his friends.

Fundamental to this learning, is that Daniel was forever comparing it to his social environment at home in Toronto, using his learning from the ship's social setting to shed light on articulating the dynamics Daniel had been party to with his friends/associates at home. This is significant in that there is strong indication of reflection and transfer hidden behind Daniel's words. With this, and given what we have identified about the concept of transfer of learning, the more similar in structure information is in one setting to another, the greater the potential for effective learning. With this level of insight comes a tremendous amount of reflective thinking. Although hard to separate these two areas of insight, it is helpful to consider Daniel's perception of his intrapersonal learning in isolation.

Daniel's Post Experience

Daniel, as a result of his experience, spoke of feeling more courageous about taking other risks in his life. He said that he'd "never been able to do that ". With this, he also acknowledged that he would never have thought that he could realize the benefits of such an experience and the resultant confidence boost that it gave him. Daniel felt more confident returning to Toronto, despite knowing through phone calls and letters, that his friends were up to "the same old thing". He spoke of being curious about how things would turn out for himself upon returning, and then spoke of how he was excited about the possibilities - not scared of them. He felt confident and empowered from his experiences away from his Toronto crowd. He viewed his return to Toronto as being less of an unknown than his arrival to the ship in Trinidad, and for this reason, he felt far more

confident and in control of his life. He was excited about the options that he faced upon returning; something that he would never have thought he might say.

With all of these different things that Daniel experienced while on Class Afloat, he summarized things best of all when he said,

> ... maybe it's not even growing up, maybe it's just a chance to press pause on the whole situation ... jump out of it onto the boat for five months, where whatever goes on back there doesn't even matter to you cause you're so far away ... I can see myself getting back to Toronto and things being just as I left them ... from Toronto's perspective, but not mine ... I've got the chance to change and come back ...

Daniel's experience with Class Afloat is clearly one of complexity and personal insight. His emphasis on personal growth from an intrapersonal perspective is substantial, but in saying this, it is important to recognize that this insight is a result of his interactions within the context of Class Afloat; one cannot exist without the other.

Table 3: Thematic Outline of Donald's Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
- Experiential learning = active
- Class Afloat long term value isn't academic
- Form Own Opinions
- Personalized learning
- Class Afloat Academics = Excellent
- Learning has immediate relevancy/ consequence

Characteristics of the Travel Experience
- Exposure to Different Cultures and Peoples

The Intrapersonal Experience

Specific to the Class Afloat Setting
- Dealing with Conflict

Not Specific to the Class Afloat Setting
- Perception of Personal Change
- Tolerance
- Self-Motivation
- Personal Risk Taking
- Self-Confidence
- Sense of Independence
- Increase in Appreciation and Decrease in Taken-for-Granted

The Interpersonal Experience

The Social Environment
- Peer Influences
- Class Afloat Environment = Must Deal with Things
- Supportive Peer Environment
- Class Afloat Fosters Cooperative Interaction

Physical Environment
- Class Afloat Environment is Always Changing
- Close Living Environment

The Post Experience

Perceptions of Personal Growth
- Class Afloat = Positive Growth Experience
- The value of Class Afloat
- Increased Interest in Future

Introducing Donald...

Donald is a tall, slender young man who has grown up in the security and isolation of a small, rural town in Alberta. Although shy at first glance, Donald exudes a youthful naiveté and a genuine curiosity for many things. More confident with his academic abilities than perhaps with his social skills, Donald initially responded to his parents' suggestion of doing Class Afloat with fear and disbelief. The thought of himself venturing beyond the small-town expectations and normal behaviours of his peer group, initially terrified Donald, but later grew to intrigue him. With strong encouragement from his parents and persistent reassurance from a friend who had just returned from the fall 1992 Class Afloat experience, Donald's curiosity took hold and he successfully interviewed for a position with the programme.

Donald's Voyage ...

Donald's 'Experiential' Learning Experience

Unlike the other co-researchers, Donald seemed to emphasize the importance of the formal learning environment, considering it an important part of his experience within the programme. However, like the others, Donald valued the integrated nature of the programme and the way in which everything complemented everything else. Donald believed that the learning that he had been party to throughout his Class Afloat experience, was both effective and "real". He attributed the quality of his learning to the experiential nature of the programme itself. As he stated,

> ... you're closer to what you're learning ... at home you have to imagine what we're learning about ... here you can sometimes see it and experience it ... at home you're living your life, you learn what they teach you out of the text book and what he or she has experienced, but here you're learning ... but then you can relate that learning to what you can see in different cultures ... you learn in class then you can go out and be apart of it ... it's more experiential ... you use your knowledge more ...

He continued,

> ... it's better here because when you live it or have it outside the classroom or see it or whatever, you can remember it better ... it's implanted better in your mind ... it becomes a part of your experience ... you learn it and then you have an experience with what you've learned and you see that it's true, so you see that it actually works ... so you remember it better ...

He spoke specifically about the effectiveness of the Social Studies, the Anthropology and the Career and Life Management (C.A.L.M.) courses as being the most experiential and, therefore, the most understandable. Specifically, he referred many times to the curriculum covered in the C.A.L.M. course. He found this course to be more

challenging than that offered at home, and felt a part of this difference was relative to the immediacy of the learning. He emphasized the teaching unit of Communication and spoke of how appropriate this was to the ship setting. Everything was based on learning about communication and relating to people; "... it's more important in this microcosm ... you use the knowledge more".

Similarly, Donald spoke of the approach to learning in the Anthropology course. After he had visited Easter Island and developed a "feel" for the island culture and the subsequent effect of the Hollywood movie being filmed on the island, a discussion mounted in class about the impacts of one culture upon another. This discussion stood out in Donald's mind as being representative of the valuable learning environments that Class Afloat found itself in. As Donald claimed, "... it tied in well ...".

Donald, with the support of his parents, didn't come to this programme with an expectation of himself to do really well in his academics. Rather, he wanted to, "... have a good time ..." and not get stressed over his grades, but instead learn as much as he could from the experience as a whole. Although Class Afloat is about learning and he certainly did value his formal education aboard the ship, Donald doesn't believe that in retrospect, the academic courses were the most important aspect of the programme. Rather he believed that the most valuable part of his experience was "... the sailing and seeing other cultures and the friends and working with people ..."

He found that unlike at home, on the ship he was forced to deal with anything and everything. He spoke of how he had to confront situations on the ship, and learn to work through them in a way that equally satisfied his needs and the needs of those around him. Especially when there were long legs at sea and subsequently, the close living situation on the ship became apparent, Donald suggested that he felt that he had to confront issues and deal with people immediately. He spoke of how at home if he had a bad day at school, he could escape from it by closing himself into his bedroom. On the ship there was no where private to go. It was learning situations such as this one, where one had to

" ... make a conscious effort to apply what you've learned ... or just try to remember what worked and what didn't ...", that Donald believed to be the backbone to his learning experience on Class Afloat.

Although Donald claimed that the academics on the ship were excellent, he wasn't sure whether his grades suggested that courses were easier or that the method of teaching was more appropriate for his learning style. Slotting himself as more of an introvert, Donald found that the smaller class sizes and the fact that you lived with both your class-mates and your teachers, made him more comfortable at being vocal and interactive in class. He believed that a large part of this was tied into the development of his self-confidence throughout the programme, and that this interest in becoming more vocal was a change in himself that he attributed to his experience with Class Afloat. Also, Donald considered the availability and the approachability of the young teaching staff an asset to his learning experience on the ship. It meant that, " ... if you have a question or need some help, you know that you can just go and ask whenever ... also you're on more of a personal level ... you live with them and you learn WITH them ... so you get to know them more personally than you would (your teachers) at home ...".

Having never left the North American soil, Donald was eager to travel to new places and be exposed to different cultures and people. He saw travel as being a vehicle for reducing his prejudices and altering his ethnocentric views, and felt that as a result of his experience with Class Afloat, he was less naive. Donald continued ...

> ... it gives you a little bit of insight ... about things in general ... life .. you know, with people ... it's hard to explain ... like you see something that someone says or does and you say 'that's neat or that's ignorant or whatever' ... so this comes from being exposed to a lot of different things and just seeing a little of what's out there ... rather than just seeing the same thing all the time ...

Donald believed that traveling on a ship not only exposed him to many different cultures and types of people, but also allowed him enough time to acquaint himself with the reality of various cultures. Although a tourist in one sense, he felt that his studies and the variety of land-programmes that he experienced allowed him to gain more of an understanding and a "feel" for the cultures of various countries. He found that this exposure provided him with a perspective about his own country and home that he had never grasped before. As he said, "... I realized I like Alberta a lot more than I thought that I did ... absence makes the heart grow fonder ...". All of this emphasized to him, how fortunate he was to have been in this situation - to be able to learn these perspectives which so many people will never have the opportunity to learn.

Donald's new perspective didn't end with his exposure to cultures and people. He believed that his time spent in the interactive setting of the ship combined with the various interactions throughout the port experiences, gave him intuitive insights about all types of people, their motives, and their behaviours. This exposure enabled Donald to be more understanding of human interaction and more able to articulate his responses to different interactions.

Donald found that the closeness of the living situation gave him a new perspective on his home situation. Where he took-for-granted his personal space at home, both throughout the house and in his bedroom, he now realizes how valuable personal space really is. The fact that people were forever coming and going from his small cabin of four students and, the subsequent lack of privacy that this created, as being a part of his valued learning from Class Afloat. "If we all had our own rooms on the ship we wouldn't be talking with others as much and learning how to deal with others as well ... tolerate as much ... you wouldn't be learning to work with others as much ... you don't really have a hole that you can crawl into if you don't feel like dealing with anybody ... ". On the ship, Donald felt that he was in a position where he had to deal with things; " ... forced to talk to people about things and kinda come to some kind of consensus ... or sometimes people

get their own way and others just have to live with it ...". In fact, Donald felt that dealing with people and their differences, was perhaps one of the biggest things that he learned from this experience. Closely related to this learning was Donald's appreciation for the insights which he understood as a result of his intrapersonal experience. Holistically, these insights are entirely co-dependent on those interpersonal experiences, however, it is helpful to look at some of his thoughts in isolation.

Donald's Intrapersonal Experience

The characteristics of this programme have generally instilled in Donald a sense of self-confidence and, therefore, a comfort with independence and personal risk-taking. Class Afloat "... reinforced that I am an individual and that I can make these decisions ... sort of an independence ...". He continued on to say that it is a situation which provided him with a safe means of experimenting with what he saw as his first real experience with a sense of independence. Donald suggested that with the safety of the ship and other students and staff,

you're willing to take more risks

> ... I guess it's a part of the level of independence that you experience on the ship 'cause you have a lot more decisions to make on your own here like deciding where to eat and how much you can spend and how you get there and budgeting your money and keeping yourself safe .... like Dawn and the teachers aren't always there to tell you things so in these strange places you have to learn to take care of yourself .... you can develop more of your own ideas, what you think is right or wrong .... your morals ....

Being Donald's first time away from the comforts and securities of his home for this length of time, he was nervous about his first experience with independence. On Class Afloat, "... you're in a situation where you are forced to be more independent but where it's not total independence .. you could view it as a stepping stone ... things are

more set up for you ... it's enough independence to challenge you but not so much that it isn't still safe ... cause the teacher's are usually there ...". "That's what this experience has done for me ... prepare me for independence ...". Donald sees that his self-confidence has increased as a result of this experience and that he feels empowered to do with his life what he wants, as long as he works for it. His perceived growth in self-confidence was woven through much of his Class Afloat experience. When he first joined the programme in Trinidad after flying in from Toronto, Donald was reluctant to climb the mast and work the sails from the yards. As time passed, Donald became aware of his growth in confidence and his comfort with taking more risks. This was reflected in his increased desire to climb and work the sails, despite adverse conditions.

Donald's Interpersonal Experience

As stated above, the interactive learning which Donald experienced throughout his Class Afloat experience was no less than substantial. For Donald, the Class Afloat setting fostered cooperative interaction. From the cooperation, communication and team-work required to effectively set sails and run the ship, to the necessary interaction to efficiently cook, serve and clean-up from meals, Donald felt that the constant and consistent exposure to interpersonal skills were fundamental to his overall learning experience on the ship.

With a perception of himself as being too uptight, Donald found that as a result of this experience, he has become more relaxed, more patient, and more willing to put himself out and not get as worried about things. He admitted that "... I don't really like being like that (uptight) ..." and was feeling that because of his experience, he was more tolerant and less uptight about things. He attributed this growth primarily to both the close living environment, and the unpredictability of the programme, where he had no other options but to deal with things that were beyond his control. Examples of this included: the weather at sea might have been cooperative or it might have been rough,

thus causing the unforeseen cancellation of classes and/or a delayed arrival in port; or the politics in different ports might have dictated that the ship couldn't stay for as long, or was required to stay for longer, or couldn't arrive at all. Donald feels that personal changes that occurred on the ship were more obvious because, "... when you do different things, you see how much you're changing so you think about it more ... there's a lot of things that are always changing here, so there's a lot to think about ... you're forced to just go with the flow ...".

Donald felt a strong responsibility to both himself and the programme while aboard Class Afloat. He felt that because there was so much expected of him and the others within the community, he had to work hard to not let himself or anyone else down. As a result of this pace and commitment, it was Donald's feeling that he was highly self-motivated. He commented on how busy things were and how he felt a responsibility to many things. "You learn (how) to manage your time and do the best (that) you can with what you're given ...". He found this to be true with others as well, creating an interesting peer situation where, " ... (others were) more worried about what they (were) doing and going to do, than whether you (were) doing the same thing as them ...". At home, Donald feels, peers are more tied up in what others are doing because they aren't necessarily motivated to assume responsibility for themselves. He suggested that, "... it makes you feel better about yourself ... your capabilities and what you are capable of achieving ...".

Donald's Post Experience

Looking reflectively at his experience with Class Afloat, Donald realized how much he missed: the thrill of always seeing and experiencing new things; living in such close proximity to others in a setting where you were forced to constantly interact with people; and always being really busy with many responsibilities. Through the required reading of Robin Lee Graham's book, Dove (1972), Donald realized how when freedom and responsibility are experienced for the first time, unique and powerful life experiences

follow. With this, he suggested that this experience will likely contribute significantly to his future as it has with Robin Lee Graham's future. "It's like you've been away in a time capsule and you come back and it's all the same as when you left except you know more.... about life and school and stuff ...".

Donald felt that with Class Afloat, he learned more about himself and his academics than he had anywhere else. He attributed this to the immediacy of the learning; how incredibly relevant things that he was learning were to his experience. He spoke of it all being mixed together and how when "... you live it or have experienced it outside of the classroom ... it's implanted better in your mind ... it becomes a part of your experience." With all of this, Donald concluded with valuing his interests and abilities more than he ever had. He stated,

> ... it's motivated me to do what I want and work for what I want ... instead of doing what someone else wants me to do ... it's shown me that I have to work for what I want ... it sort of let me know that I can do whatever I want ... it's given me more self-confidence to chose what I want to do, and reinforced that I am an individual and that I can make these decisions ...

In summary, it becomes obvious that Donald's Class Afloat experience was largely characterized by a positive and powerful interpersonal experience where his interpersonal skills were constantly challenged and, therefore, developing. Closely woven into this learning, and indeed indirectly effected by it, was Donald's intrapersonal growth relative to areas of self-confidence and personal risk taking.

In Donald's case, as with the other co-researchers, the lines which divide his experience categorically are both invisible and non-existent. His experience with Class Afloat was in all aspects, holistic and interdependent.

Table 4: Thematic Outline of Emily's Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
- Experiential Learning = active
- Increase in Academic Motivation
- Learning has Immediate Relevancy and Consequences
- Personalized Learning
- Form Own Opinions

Characteristics of the Travel Experience
- Exposure to Different Cultures and People

The Intrapersonal Experience

Not Specific to the Class Afloat Setting
- Tolerance
- Increase in Appreciation and Decrease in Taken-for-Granted
- Self-Motivated
- Goal Directed Behaviour
- Commitment to Self
- Personal Risk Taking
- Self-Confidence
- Sense of Independence

The Interpersonal Experience

The Social Environment
- Did Not Want to be at Home
- Pace of Routine

The Physical Environment
- Close Living Environment

The Post Experience

Perceptions of Personal Growth
- Increased Interest in Travel
- Positive Growth Experience
- Inspired New Life Perspectives
- Value of Class Afloat

Post-Class Afloat Academic's
- Academic Planning

Introducing Emily ...

A grade eleven student from the high school French immersion system in Calgary, Emily is a bright young women with a quiet demeanor. Emily had organized her academic agenda for the fall of 1992 with an interest in doing a French exchange during the winter and spring of 1993. Having learned about Class Afloat throughout the previous year, the thought of a semester at sea rather than an exchange began to distill in her mind. A few years previous, Emily spent a week on a sailing ship and with this, had already experienced the sailing and the sense of community of ship-life. The thought of another such experience was appealing, especially when she could finish her grade eleven education at the same time.

When the French exchange was canceled due to low registration, Emily immediately focused her ambitions on the Class Afloat programme. Sharing classes together in grade 10, Emily and her friend Cornelius, began encouraging each other, and talking at great length about the exciting opportunity before them. Emily's mother and father were initially concerned about whether upon returning, Emily would be able to settle down to finish her high school education. With persistence and determination, Emily argued her case with her parents and ultimately enlisted their support of her application. Emily and her friend, after successfully interviewing for crew-person/student positions with the programme, began working together to initiate various combined fund raising efforts in addition to those things they chose to do individually. For almost a year before the programme was to begin, Emily worked several jobs and created various original methods of raising money so that she could contribute financially to her experience.

With her individual and combined fund raising accomplishments behind her, and the help and support of her parents, Emily joined her friend at the Calgary International

Airport on the 20th of January, 1993 bound for the Caribbean where they would join the S/Y Concordia of Class Afloat.

Emily's Voyage ...

Emily's 'Experiential' Learning Experience

The role of formal education and informal learning on Class Afloat was for Emily, significant. This was so, in part, because of how well the curriculum within her courses tied into the geographical locations which they visited, and the subsequent experiences that she enjoyed. Emily's exposure to new cultures and different people throughout her experience, gave her a keen interest to travel more. Frustrated with her school in Calgary, and with the majority of her friends, Emily saw travel as a means of getting out and meeting new people with hopes of finding friends that she had more in common with. Her experience of traveling with Class Afloat has had such an effect on the way Emily viewed her life, that she felt that perhaps a career in travel made the most sense. She realized that she has more schooling ahead of her, but even with that, she is no longer limiting herself to studying at home or even within Canada. Regardless, she feels that, "... maybe it's given me some direction ... Class Afloat has sparked an interest in me ... like I kinda know what I want to do now ... I'm trying to see now how I can go about doing that ...".

She loved visiting other places and learning about other countries. With this experience behind her, Emily now wants to do more traveling and learn to see other parts of the world from a new perspective. She attributed this new passion to the experiences throughout her trip and referred to them as "personal learning". She used the example of a devastating fire in Montevideo, Uruguay. Since she spent several days in the city and developed a sense of place there, she felt that her reaction to such horrible news would be very different than if she had never visited the place before. She felt that having had a first-hand experience with something, she would be automatically inclined to take more ownership in what has happened to it. She considered this perspective very valuable

because, as she suggested, she might question some things that she otherwise might have ignored or taken at face value. "It stops you from being ignorant".

Relative to the actual traveling, Emily found that the security of the ship and perhaps a familiarity with the 62 other people aboard the ship, provided " ... a safe way or a gradual way to ease into that (traveling) while finishing high school". She admitted that from travel experiences in her past where she has been less inclined to explore and feel comfortable in different cultures, Class Afloat helped her to become more efficient with getting the things done that she valued. She commented that when she was in a port, she didn't have a lot of time to do things slowly, so she learned to manage her time such that she could accomplish those things which were of interest and priority to her. She considers this perspective a valuable lesson for her future.

Among the highlights of the trip for Emily, was the time the ship spent at Robin Crusoe Island in the South Pacific Ocean. Here, as Emily recalls, she was free to roam the island by herself or with whomever she liked. She considered this stop a "break from the routine" and a chance to have some personal time, something she found in short supply on the ship. Equally as important to this stop-over, was the fact that there was nothing normal to do; no mailing letters, no phone calls.

Academically, Emily was not motivated in Calgary and feels that this lack of motivation was clearly represented in her grade eleven marks from the fall of 1992. Instrumental to this was perhaps the fact that Emily considered herself a visual learner and in Calgary she found there to be little attention paid to this style of learning, which in turn reflected in her marks. On Class Afloat, she thought that in many instances, the information being covered in class was complimented by what she was experiencing either on the ship or in the various ports. "Economics is good 'cause it reflects in every country we visit, so you get to learn it first hand...". As well,

> "... with Social, even though it follows a set curriculum, we still take time out every week to talk about the countries we visit ... I really like that ...

instead of getting a biased impression of a country like you get on TV., we get to personalize the country ... we can put a particular face on it...".

Emily felt that when she experienced something and practiced it, she would understand it and remember it because she had had a personal experience with the information. It was this understanding that Emily used to explain the success of her learning and retention relative to the Social Studies, C.A.L.M., Economics, and to a lesser degree, the Anthropology courses.

Emily found that the business of the routine on the ship made it difficult for her to find the necessary time to study and do her assignments properly. Relative to her situation in Calgary, she had very little time and limited resources available to help her in understanding the material she was learning. Although, Emily admitted, the fact that people were always around and that her teachers were usually available to help her, she still would have been challenged to concentrate on the ship had she been required to take a math course; "there's just too many distractions".

Emily found that she enjoyed the Social Studies course because it was a discussion course; a very different approach than anything she was used to. She found that through using the vocabulary and putting energy into the way in which she expressed herself, she found it an interesting course. Since it was a small class, she found that she was motivated to concentrate more on the information because she knew that she would be called upon to have an opinion. Even if she wasn't asked to submit her thoughts, she felt more inclined to speak out and offer her opinions because the class was made up of only a few people, all of whom she felt very comfortable with. "It's just a class you want to succeed in", Emily concluded. She also felt that because she was required to be in the discussions during this class and she was therefore abreast of the information, she had no time to put toward making conclusive notes. It was then that she realized she knew the information because if she felt that she could understand enough to be able to form and argue an opinion, then she was learning and retaining the information. Emily felt that

because of the quality of her learning and retention in the Social Studies class, that she would continue to take a greater interest in this subject area; something she could never have guessed prior to her experiences on Class Afloat.

The responsibility of students to read up and present information to the rest of the students on each country prior to our arrival, was a valuable lesson for Emily. She found that this helped her learning to be applicable and in fact, it contributed to her comfort with awkward situations in those countries. She felt informed and more confident when she arrived in new ports, aware with a sense of what the culture and the people were all about.

Emily's hard work in her academics paid off. For the first time, she made the Honour Roll with an average over 80%. Although she suggested that the courses on the ship were a "little easier" than those she took in Calgary, she was quick to mention that at home she was used to learning in French, not English. She found that with English, it was easier for her to concentrate on the material being learned rather than to try to interpret the language, understand the information and remember what was being said in the meantime. She also attributed these grades to being more organized and making a conscious effort to keep good notes and take her learning seriously. The ship situation also deserved a mention according to Emily, in that it was a really busy place with many expectations of her as a student, which meant that she really had no choice but to be motivated. She thought that since she had had a taste of the Honour Roll and was aware of some of those things which had aided her in achieving this, she felt more committed to working toward this achievement again, only next time at home.

Although the formal and informal learning environments on the ship provided Emily with a powerful component of her overall Class Afloat experience, closely tied to these were the other very important components of the programme. Within these, and since Emily's learning experience was so valuable to her, it should come as no surprise that her intrapersonal experience aboard the ship was equally as significant.

Emily's Intrapersonal Experience

A reality on the ship that Emily came to grips with was that of "...taking responsibility for yourself and your things cause no one else is going to do it for you". She felt that because she was used to a busy lifestyle at home, she was effective at managing her time and getting those things accomplished which she deemed herself responsible for. She believed that within the context of Class Afloat, she couldn't help but learn a sense of independence. She knew that this was an important lesson which she learned throughout the programme because it meant that she would be less inclined to be nervous about things like traveling, and that it boosted her confidence in being opportunistic. Emily said that as a result of this experience, she takes more responsibility for herself in that she will plan things and look after herself. She perceives that she has become better at setting goals for herself and has become more empowered to work toward accomplishing those goals. With all of this, she claimed that she has become more independent and accountable for herself.

Emily remembered one particular leg at sea where the ocean was really rough and everyone was sick and irritable. She recalled being consciously aware of tolerating people and their actions just because it was such a challenging experience for everyone and everyone was going through the same emotions. As the experience continued, Emily found herself becoming more and more tired and less interested in working through things. Although tolerant, she considered this to be more a result of fatigue and disinterest than that of consciously dealing with other people and their behaviours. She found that the pace and the responsibilities of the programme "wore her down", but ultimately, Emily saw that her experience in general, left her with more tolerance toward other people and their behaviours. She felt more committed to seeing other people's point of view, and not being so quick to judge other people.

Emily suggested that it wasn't really any one part of the programme which was instrumental in changing her self-perceptions and personal goals, but rather the nature of the programme in its entirety which contributed to this new perspective. She recognized that for her, there were two different types of learning which were facilitated within the Class Afloat experience; "... the school and the curriculum ... (and)... the unspoken ... living with room-mates, laundry, ...". As she comments, "... it's allowed me to experience all my uncertainties of what I'm going to do with the rest of my life a lot earlier ...". Although Emily considered this to have been a significant life experience, she was quick to clarify that " ... it is only one of them - you should fill your life with all kinds of them ...".

Although a significant characteristic, Emily's new life perspective was not simply a result of the traveling that she did with Class Afloat. Throughout this experience there were many personal lessons which she learned about who she was and what she believed in. In each case it was the community of people that were on the ship, particularly her peers, who contributed significantly to her experience. An example of this might be her experience swimming from the ship. With the comforts of a supportive community of people, Emily grew to become entirely comfortable jumping from the ship and swimming in the ocean below. It was being exposed in her bathing suit in front of everyone that brought Emily anxiety initially and apparently in her past. While on the ship, Emily determined that this fear subsided entirely. The same value was gained from her experience go-karting in one of the ports with friends. Fearful of go-karts, Emily relied on the positive energy of her peers to try them out and ultimately, she found that she really enjoyed playing with them. Through this she learned that she was less concerned about what other people thought and more concerned with what she thought. This situation occurred several times throughout the trip and by the end, she felt a stronger sense of confidence and a greater interest in risk taking. This was evident when she concluded, "... maybe now cause I don't care as much what others think I'll try more stuff

... I don't really care if people see me ... the more you do it the better you get and I've always wanted to do stuff like that...".

Upon arriving in Trinidad and starting to learn about her responsibilities on the ship, Emily became increasingly frustrated by the arrogance and the pretentiousness of some of the returning first semester students. This dynamic, Emily felt, could best be dealt with by proving to them that she was capable of doing anything on deck that they were, and that she could even do some things better. This self-determination and motivation was indicative of Emily's drive and commitment. "I'm more motivated to do a lot more things ... rather than just thinking about doing things ...".

In grade ten, Emily planned her grade eleven and twelve courses knowing that she wanted to be doing something different in her senior year of high school. It was this proactive planning that allowed her to meet the required prerequisites to be able to join the Class Afloat programme halfway through the school year. As well, it was very important for Emily to help finance her Class Afloat experience rather than to rely solely on her parents. "I liked contributing because it was for me ... I worked it out so that I have lots of spending money ... all the spending money was money I made myself ..." This planning and her related experience provided a reason for Emily to work toward accomplishing something significant; to have ownership in something she wanted.

Evidence of this self-motivation didn't end with Emily's departure for Trinidad. Her academics at sea also exposed evidence of a motivated and determined young women. In her Marine Biology class, she was given the option of what to research for her major project. Her choice was the subject of weather because she was really interested in it and she was motivated to learn something about it. As she saw it, "... it's sort of like in looking outside right now, why are we rolling so much and why are the swells so big and why is it overcast when just a few hours ago it was sunny?' ... there's like a lot of work but at the same time it's really interesting ... I guess I find it motivates me".

Generally speaking, as a result of her overall experience with Class Afloat, Emily feels as though she is "... more committed to do things ... (she) has more nerve to do things and to take risks ... ". She is unsure what has led to these feelings, but suspects it has something to do with her time away and with the environment facilitated on the ship. She referred to jumping off the ship to go swimming in the ocean, and how before she came aboard the ship she would never have taken a risk such as this. This day seems to stand out in Emily's mind as a turning point; a conscious shift when she became less dependent on what other people thought of her and more attuned to what she wanted for herself. She explained, " I don't really care if people see me ... the more you do it the better you get and I've always wanted to do stuff like that ... I realize that I don't need to impress anyone anymore whereas before that wouldn't have been the case". Emily spoke also of how on the ship she was surrounded by people who saw her at her "best and worst" and, therefore, she felt it less scary to try new things and be herself in front of them. Later Emily spoke of how in port, she felt independent from the ship except for the others in her group of four, and how they as a group felt "fearless ... like nothing could touch you ... we felt safe with each other".

Emily's Interpersonal Experience

This fearlessness was not only a product of her perceived increase in self-confidence and independence, but it was closely tied to her comfort within the social community aboard the ship. Perhaps it was as much interdependence as it was independence that provided Emily with an important part of her experience on Class Afloat.

Emily believed that the close living environment on the ship helped her to become more tolerant of other peoples' needs. When living in such close quarters, one must learn to not only tolerate others but become more empathetic and less self-centred. She saw the overall situation of Class Afloat as a "forced circumstance" where she had to work

together with other people and get along, because the programme required it of her. Although a general statement, she found that a lot of the "friendships" which she created on the ship were "friendships" of convenience; created more out of necessity than deep interest. She found herself irritated by some people who she didn't perceive were mature enough to handle the responsibilities of being a student and crew member on the ship, but generally speaking, it was these people who contributed to her awareness of tolerance. She admitted that had she not been in this closed situation, she likely would not have chosen to spend as much time with most of her fellow students as she did.

While on the ship, Emily developed a personal relationship with another one of the students. She recalled that the most exciting time for this relationship was when the programme first began in Trinidad. "There was so much happening so fast, especially since we just came from our lives at home ... and all of the excitement that we were just beginning ...". Emily recalled the amount of time that she spent with her friend throughout the programme and acknowledged that she didn't spend as much time with others as she might otherwise have done. Confident with her decision, she felt that if things were to have been different and she was to have made other close friends, then she would have made them. She considered her relationship and all of the subsequent experiences associated with it, to have been the most significant single element in her overall Class Afloat experience. Emily was sure to mention that if she could experience this programme all over again, she would want it to occur just as it did.

Emily suggested that her experience with Class Afloat helped her to better appreciate things in her life. Specifically, she feels that she ship environment provided a ruler which she can use to measure those things in life which she has, in the past, taken for granted. She spoke of such things as, "... family and relationships ... and your friends ... the little things of home like washing machines and stuff like that ... the comforts and the securities ...". Regardless, Emily feels that as a result of her time on the ship, she can

appreciate not only the things in her life, but also other people, other cultures and other places.

Emily mentioned that instrumental to her becoming more appreciative was the reality of the physical living environment on the ship. "Here, everyone's my age and everyone's sorta going through the same thing ...". She felt that because every student had many responsibilities on the ship, that they had to learn to work things out and accomplish what was expected of them. An example of this which Emily used was regarding washing her clothes. There was no one to wash your clothes and no machine to use. She thought it valuable that each person on the ship was responsible for doing their own laundry, and if they didn't make the time, that it was them who paid the price. Personally, she felt that these chores were good and that they taught her that she was no different from the next person, and that she had to pull her weight just as much as anyone on the ship in order for the community was to function properly.

The routine on the ship played a larger role in Emily's experience than perhaps she originally had anticipated. "You don't escape the routine" she said, and "... the people you see when you're free are the same people you will see every day at that time". This constant exposure to the same faces and personalities, the length of time they were together, and the long legs at sea, meant that Emily was forced to interact with everyone to some degree. This constant social learning was seen as both valuable and integral to her overall Class Afloat experience.

Emily's Post Experience

Class Afloat has helped Emily to determine some priorities in her life. "I know what I want, I'm just trying to figure out how to go about doing it". She continued on, saying how thankful she was that these new perspectives had surfaced now, despite all of the fear and uncertainty that accompanied them. "I'm glad it's happened to me now whereas if I had just followed the path of over-looking things, it would have hit me way

later on ... you know, I would have gone through university with a general studies degree and still have no idea what I want to do." Emily felt confident that the decisions that she made since she has been home, were decisions that were in tune with who she was and some of the goals she was beginning to formulate in her life. This confidence seemed to be the direct result of her time away with Class Afloat.

Emily is thankful for many reasons, that she seized the opportunity to get out of her high school for half of grade eleven, and join the Class Afloat programme. Upon returning and re-socializing with her old friends and school, she realized how much she had gained from the experience, but as importantly, she realized that not a lot had changed from when she had left. This perspective helped her to gain insight as to her motivations for some of the friendships she was struggling with at home in Calgary. From her time away, she grew to realize that like some of her relationships on the ship, several of her friendships at home were a result of convenience. She was able to identify honestly that she just didn't want to be with some of them because she perceived them to have a very different outlook than herself. A lot of these "friends" seemed, according to Emily, to be preoccupied with their appearance and reputations - motivations that she just could not identify with. On Class Afloat, as Emily recalled, "... you go to school in your bathing suit and boxers and you haven't showered for two days ...", so in Calgary, Emily just can't bring herself to be overly preoccupied with these things. Whereas before leaving for Class Afloat Emily hung out with a lot of her "friends" because there was nothing else to do, upon returning, she had seen and experienced so much that she realized she did have other options than to spend her time with people she didn't want to spend time with. As she stated,

> ... I knew that all these things weren't important to me ... I just sort of ignored them and went with the flow and said oh well ... like I still wasn't as involved as everyone else but I still played a part ... but now it's just like

> ... I don't overlook it anymore ... it's always there in my face, so it's like why even bother if I know what else I can do ...

Therefore, Emily altered her circle of friends to predominantly include her two best friends. Having made this decision, she felt entirely comfortable because she was honest with herself.

Once again it becomes obvious that many of the features of Class Afloat which Emily praises are entirely interrelated. Her confidence to reconsider her circle of friends, for example, was as much a product of intrapersonal learning as it was interpersonal learning.

Table 5: Thematic Outline of Ricki's Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
- Personalized Learning
- Experiential Learning
- Learning is Reinforced

The Intrapersonal Experience

Specific to the Class Afloat Setting
- Increase in Appreciation and Decrease in Taken-for-Granted
- Class Afloat Facilitated Introspection

Not Specific to the Class Afloat Setting
- Self-Motivation
- Personal Risk Taking
- Self-Confidence
- Sense of Independence
- Goal Directed

The Interpersonal Experience

The Social Environment
- Supportive Peer Environment
- Class Afloat Facilitated a Non-Threatening Social Environment
- Class Afloat Fosters Cooperative Interaction
- Class Afloat = Social Learning
- Sense of Belonging

The Physical Environment
- Close Living Environment

The Post Experience

Perceptions of Personal Growth
- Friendships Help to Sustain the Class Afloat Experience
- Positive Growth Experience
- Awareness of Personal Change Helps to Sustain the Experience

Physical Return and Integration to Home Setting
- Re-socialization = Hard

Introducing Ricki ...

Ricki is an ambitious grade eleven student who has lived in a small Alberta town her entire life. Her parents are both professional educators in the community and are supportive and understanding of Ricki's interests to seek educational opportunities elsewhere. When Ricki's parents first learned of Class Afloat through a colleague who had worked with the programme, they proposed it to Ricki as an option, but the idea was not met with much excitement, and was therefore forgotten. Several months later a magazine advertisement resurrected their interests in Class Afloat, and her parents, with some financial reluctance encouraged Ricki to pursue an admissions interview. The attractiveness of visiting so many ports of call and meeting and experiencing so many new cultures, was what seemed to attract Ricki to this programme. As well, Ricki was becoming increasingly frustrated with some of her friendships and generally, the dynamics among her group of close friends. Feeling excluded and not as close to some of her friends, Ricki saw Class Afloat partly as an opportunity to remove herself from these feelings and gain perspective about this developing situation. Since several of her close friends were currently or were planning in the near future to study with various exchange programmes, Ricki felt confident that she too was ready and in need of such an endeavor.

With her offer of admission received almost a year in advance, Ricki diligently planned her academic agenda at her home-school, requiring her to sacrifice several classes with her friends and face some challenging correspondence courses on her own. This didn't disrupt her ambition, and with twelve months of excited anticipation, Ricki arrived in Trinidad eager to begin her adventure.

Ricki's Voyage...

Ricki's 'Experiential' Learning Experience

Ricki's learning experience was very distinctly broken down into both her formal learning and her non-classroom, informal education. Ricki praises Class Afloat for providing her with positive experiences relative to both of these areas.

Ever since Ricki visited a Vancouver marine station in high school, she realized that she was a " ... visual learner ... experiential ... (that she learned best by) doing things ...". During this experience in Vancouver, Ricki found that everything began to fit, and that she could understand things because she had an experience with them that reinforced this learning. This perception was validated from her experiences with Class Afloat.

Ricki found that a lot of the time, the curriculum which she was learning on the ship became important to her; that she became really interested in it because it seemed to tie into what she was experiencing. "You know, if you can see why you're learning it, you're going to put more effort into it than if I don't really see a use for it." She also acknowledged that her learning of information through experience, also helped her considerably in remembering the information. She went further to say that, "... if I learn about it and get it reinforced in the port or I see it in port, then you know (it)... just because you've seen it and have experience with it ... then you have learned it .. you're aware of what you're looking for ...".

Although Ricki was generally happy with the way in which the English, Career and Life Management (C.A.L.M.) and Physical Education courses were tied into the port experiences, she was at one point, quite frustrated with the seemingly irrelevant curriculum of both the Anthropology and Marine Biology courses. Later, however, Ricki seemed to have a change in perspective and spoke at some length about the value of the Anthropology course relative to her experience;

> ... we're studying different cultures ... what is a culture and the function of cultures, and I've noticed the different things we have in common with the different cultures we've been visiting and the differences ...

Ricki's insight about being able to experience and make sense of what she was learning served to reinforce the value of this experiential approach to her learning.

Another example of Ricki's appreciation for the experiential approach to learning on the ship would be relative to the English course. Ricki was compelled to reflect upon the environment in which she was currently living, from her assigned reading of both The Tempest and Rhyme of the Ancient Mariner; two stories based on myths and ballads of the sea. Her personal experience with some of the terms throughout these stories meant that she could identify with what was being said, as well as further understand parts of the ship environment which might have otherwise been meaningless. As she commented, it was little subtleties such as identifying what a "ratline" was and what it was like to be in a storm at sea experiencing loneliness and vulnerability, that helped her to gain more from these English requirements than she otherwise would have.

Ricki has grown up with parents who advocate both travel and education. With this, she saw that the itinerary of Class Afloat was a great opportunity to learn a lot about the places we visited. For her, "... everything (was) a lot more real and the problems ... I'll be more sympathetic to them ... in the long term this experience will help me to see things from a new perspective ... to be more empathetic to what's going on ...".

The fact that class sizes were small was a bonus for Ricki. She valued the fact that she can play an active part in discussions; something that because of the size of classes at her home school, she would rarely get an opportunity to do.

The experience of Class Afloat has had a profound effect on Ricki's perception of her home-life and of the quality of life which she and her family enjoy. She continues,

> ... it helps you to appreciate what you have ... living in Canada, we're in a rich society and I think that from what I've seen so far, that I begin to

> realize from this new awareness that when I go home now and I hear something in the news about Argentina or Uruguay, I'll know where it is and be able to have a picture of what it's like and maybe some people I met and talked to ... everything will be a lot more real, and the problems ... I'll be a lot more sympathetic too ...

Ricki felt that these experiences have helped her to see the world from a new perspective. That she will no longer take some things in her life for granted was a lesson that stood out loud and clear for her. So much so, that during the programme she wrote a letter to herself which outlined all of those things which she has grown to appreciate from living on the ship, as well as all of those things which retrospectively, she has taken for granted at home in Alberta. It was Ricki's intention to carry this letter with her and refer to it throughout her future in an effort to remind her of what she held to be significant lessons learned throughout her Class Afloat experience.

Ricki's Intrapersonal Experience

The level of thought inherent in Ricki writing a letter to herself to be referred to at a later time, suggested both reflective thinking and considerable personal growth relative to her intrapersonal learning. Ricki often tried hard to understand things and grasp why people behaved as they did. The Class Afloat schedule, as busy as it was, did allow Ricki a lot of opportunity for this type of thinking, especially in situations like Mariner's Watch when she was expected to be on deck in the middle of the night, under the peacefulness of the night sky at sea. Ricki found that within the context of Class Afloat, she had to learn how to become better organized and more effective with her time. A demanding schedule, she found that she was required to be self-motivated, and if she wasn't then her responsibilities would be compromised. Although Ricki was motivated to do her correspondence courses back at home, she considered this to be a significant area of learning while with Class Afloat. At home, she was used to getting home whenever and

eventually finding time in the evening to do her homework. On the ship, " ... since you are so busy, you (had) to budget your time and plan things out ... plan to get assignments done, and plan to study for tests and you only (had) certain hours free here and there, and you (had) to get things done ...".

Ricki saw her Class Afloat experience as one of personal risks. Secure at home with the comfort of familiar people and surroundings, she took a huge personal risk leaving for this programme and putting herself into a situation far removed from any she'd ever found herself in before. Initially introverted and shy, Ricki recalls that once she got to know a few of the other students and became familiar with the ship environment, she developed a self-confidence with the situation and never looked back. She remembered,

> ... getting to know everyone so well ... cause I (felt) so comfortable around everyone and I don't think therefore, that I (got) as embarrassed or not as easily as I would have at the start of the trip ... I think that that is because I (was) more comfortable ... that has made me more out-going (more of a risk taker) ...

Ricki believed that as a result of this experience, she gained more self-confidence. Her friends validated this, and claimed that she was also easier to get along with, more easy going and more of an extrovert. Ricki said that when she first came aboard the ship, she was shy, quiet, and less confident, but as she became more acquainted with things, she slowly became more "herself". She attributed this increase in self-confidence, in part, to the many responsibilities associated with being a student on Class Afloat. Ricki explained:

> ... during watch and sail maneuvers and night watch ... a lot of the safety of the ship depends on you ... I think about it sometimes when I'm on helm ... I'm steering this 200 foot ship and 60 peoples lives are depending on me to be responsible ... and the fact that you are part of a team and that you

> have to pull your own weight has kind of helped in teaching me that I am important in this situation ... and that helps anyone's self-confidence ... if you know that you are needed ... that you're depended upon ...

This attention to "team", suggested that Ricki also embraced the interpersonal experience of Class Afloat, and identified the relatedness of this learning to that found intrapersonally.

Ricki's Interpersonal Experience

Ricki also believed that her increase in confidence stemmed from her grades and from the fact that because of smaller, and more interactive classes, she became more comfortable talking within a group, less concerned about what people thought of her opinions. This comfort came also from the close living environment and the subsequent fact that she knew the people on the ship so well. "It's a place where you feel that you totally belong ... you know, walking around the boat, it's my place and I completely belong here." She felt, " ... so comfortable around everyone, and I don't think therefore, that I got as embarrassed or not as easily as I would have at the start of the trip ... this comfort has made me more out-going ...". Ricki became less concerned about doing what others wanted her to do, making herself the priority; she gained a comfort in just being with herself and valuing her personal space.

Class Afloat was the first time in Ricki's life that she was away from her parents for such a length of time. Aside from the confidence she experienced as a result of being on the ship, Ricki felt that this opportunity was a good "starter" experience for her to get a taste of independence. Here, every decision she made was her own. She consulted no one. This gave her a strong feeling of responsibility as well as one of independence. The fact that she was always with others, be it on the ship or in port, however, made her view this independence as more of a 'false independence'. As she explained, " I think it is false independence because you're always with others ... in a group, be it the whole group

or a group of four on shore leave ... and on the ship you're never alone." Therefore, it was this sense of freedom in contrast to the reality of always having the 'safety' of friends and adults around her and looking out for her that led to this 'false independence'.

The social environment facilitated on the ship was an important thread that wove its way throughout Ricki's Class Afloat experience. The constant proximity to other people was a strength of this experience for Ricki. Inexperienced with sharing a bedroom, Ricki was faced with sharing a significantly smaller bedroom space than she was used to at home, with three other girls. As it turned out, " ... we all (got) along very well ...it was really fun ... (although) an adjustment ... I think it's more fun than I thought it would be ...".

The friendships which Ricki developed with her fellow crew members, were friendships which she cherished. As she stated, "... I made some good friends and there's quite a few that I still talk to and write to, and I've seen a few ... like my cabin-mate from Rocky Mountain House ... we got to be really good friends ...". Although she was careful to compare her friends on Class Afloat to those at home in Jasper, she did admit that those she lived with on the ship were closer in ways that her friends in Jasper aren't. She spoke about the proximity and the unique experience that her Class Afloat friends and she lived through. She commented also about the characteristics of the programme which required cooperation, teamwork, and communication. It was these day to day things in a unique environment, within a confined space that created an interdependence which was different than any she had experienced previously. It was this sense of interdependence that she embraced and valued about her friendships on the ship.

Aside from her cabin-mates, Ricki was also a member of the ship's crew as was everyone else. She recalls her active role, working every day with the others aboard the ship, working to set sails, preparing for or cleaning up from meals, or any other number of chores that needed to get accomplished. Ricki admits that you didn't really have a choice but to work with others and cooperate to get the various tasks completed. She

acknowledged that because she had to get along with everyone regardless of personality differences, she was forced to deal with things and work things out with people. She saw this as a big part of her learning experience on Class Afloat. As she explained,

> I think that it's the non-academic learning that I'm trying to get out of this experience ... it's a very important skill in life to be able to get along with people that you're forced to get along with ... especially in a job situation ... if you can't get along with people ... people who aren't the same as you or the same as your character type, you can't just refuse to work with them .... you have to try to get along with them ... you have to try to put aside your differences and get along so you can get the things you need to get done, done ... so I think that that fits in with the learning ....

It was the time on the ship at sea that sticks out in Ricki's mind as being the most important part of her experience. At sea, the schedule was so busy it made her feel as though the days were longer whereas her time in port seemed much less than that at sea. She attributed this difference to the relatively long amount of time she had to think about a port when she was at sea and the fact that at sea she had classes, to the relatively minimal time which was available in port and the fact that free time was even less. As well, Ricki recalls that at sea, everyone was having the same experience, going through similar feelings and dealing with similar things, whereas in ports there was usually some time to spend with just those people with whom you wanted to spend time with.

Ricki's Post Experience

Ricki considered the overall Class Afloat experience a "life experience" for herself, because so much happened to her. Any experience that she learned from and which taught her something that would impact her later in life, she considered to be a life experience. Despite the fact that she would have brought other belongings with her if she had known what to expect with Class Afloat, she considered her overall experience to

have been "wonderful". "It's like a totally valuable experience that I know I will remember for the rest of my life and I think it will influence the choices I make."

Class Afloat for Ricki was so different than anything she'd ever done before, that she considered this novelty in itself, to have been incredibly valuable. With reference to her future, Ricki feels that because she has seen and experienced the things which Class Afloat has allowed her to experience, she feels more in control of the choices she will make in her life. Previously concerned about falling into the trap of living out her life in the same small town she grew up in, she now feels that because she is consciously aware of not doing that and rather, committed to wanting something quite different, she feels that she will be able to avoid that trap in the future.

Throughout her time on the ship, Ricki looked at herself critically and learned a lot about who she was and what she represented. She considered herself not a strong leader on the ship, but:

> ... I don't also think that I've been all that quiet ... I think that I work hard and pull my own weight ... I'm one who works and does the stuff that needs to get done ... I'm pretty easy going ... I'm not the type of person that people have to worry about ... I usually enjoy myself ... I think that I am pretty optimistic also ... I don't really complain all that much ... in my cabin ... I think that I can talk to my cabin-mates really easily ... I do what I'm expected to do ... I usually understand in classes ... I usually participate vocally, especially in these classes cause they're small ...

Scarred with frustrating friendships and miscommunication among peers at home, Ricki was looking forward to meeting new friends and working toward building healthy relationships while aboard the ship; "... starting over ..." as she referred to it. Feeling as though she accomplished this, she found it hard to leave her new friends, and strange to return to her home in Alberta. She was, also aware that things at home hadn't changed at all, and that she had. She felt that her time away from her friends at home, and away

from the history of frustrations, had given her perspective on these dynamics and empowered her to do her own thing rather than getting tied up in "high school soap opera things".

The friendships that Ricki nurtured throughout her experience will, she believes, serve to play a significant role in her remembering her experience. As she says, "... they'll be going through the same things that I am ... I think that that's a big part of it ... other peoples' influence ... keeping me aware and helping me to remember everything that I learned ..." . Ricki valued the friendships she made on Class Afloat and enjoyed talking with these people, and together, cherishing the experiences that they shared. She felt that through this she could keep the experience alive within her, and help to do the same with her friends.

Summary

Throughout this chapter, the Class Afloat programme has been described by each of the co-researchers in great detail. Although it has been difficult to segment each of these descriptions into smaller categories because the nature of experience suggests holism and interdependence, in doing so the meaning buried within each of the descriptions has become more obvious. With the insights identified, a sense of the meaning inherent within the Class Afloat experience, and its relative importance to experiential and adventure education, should be coming into focus. Having had an opportunity to grasp five different experiences, it might be helpful to consider the commonalties experienced among each of the co-researchers. The next chapter is an attempt to consider each of these five experiences simultaneously, identifying the common threads which hold them together.

CHAPTER VI

THE COMMON EXPERIENCE

Different Voyages with the Same Destination

"The winds and the waves are always on the side of the ablest navigators."
- Edward Gibson

It is clear to this point that these five co-researchers were involved in their own unique voyage within the grander experience of Class Afloat 1993. Each, over the course of twenty-two weeks, explored previously uncharted areas of their interpersonal, intrapersonal and academic lives. Although the ship represented different things to different people, all co-researchers had begun and finished the voyage together.

Table 6 illustrates the various common themes identified by the co-researchers throughout the voyage. These have been identified in the table with a check mark (√).

Table 7, therefore, was an acknowledgment of the most common experiences relative to each of the co-researchers and that which provided the foundation for discussions throughout this chapter. This list has been based on the dominant reoccurring themes that were consistent among each co-researcher's experience and many of their four different interviews.

In order to present the common perspectives of the five co-researchers, it is once again important that the reader grant latitude in presenting these thoughts relative to the cluster themes identified in the preceding chapter. As the information presented here is collected, it is important that the reader remember that since an experience is interrelated, this data should be viewed collectively and as an integrated unit as well. Reference has been made throughout this chapter to various qualities found in the common experience which were acknowledged in the review of literature.

TABLE 6: Summary of the Co-Researchers' Experience

The 'Experiential' Learning Experience	Donald	Cornelius		Daniel	Ricki	Emily
The Academic Environment						
- Form own opinions	√	√			√	
- Experiential learning = active	√					√
- Personalized learning	√	√		√		√
- Learning has immediate relevancy/ consequence	√			√	√	
The Travel Experience						
- Exposure to different cultures and peoples	√	√			√	
The Intrapersonal Experience						
Specific to the Class Afloat Setting						
- Dealing with conflict	√					
- Class Afloat facilitated introspection				√	√	
Not specific to the Class Afloat Setting						
- Tolerance	√	√		√		√
- Self-motivation	√	√		√	√	√
- Personal risk taking	√	√		√	√	√
- Self-confidence	√	√		√	√	√
- Sense of independence	√	√		√	√	√
- Goal directed behaviour		√			√	√
- Perception of personal change	√					
- Commitment to self				√		√
- Increase in appreciation and decrease in taken-for-granted	√	√		√		√
The Interpersonal Experience						
The Social Environment						
- The supportive peer environment	√	√			√	
- Non-threatening social environment					√	
- Class Afloat fosters cooperative interaction	√	√			√	
- Class Afloat environment = must deal with things	√	√		√		
The Physical Environment						
- Close living environment	√	√		√	√	√
The Post Experience						
Perceptions of Personal Growth						
- Positive growth experience	√				√	√
- Value of Class Afloat	√	√		√		√
- Inspired new life perspective				√		√

Table 7: Summary of the Co-Researchers' Common Experience

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
Personalized Learning

The Intrapersonal Experience

Not Specific to the Class Afloat Setting
Tolerance
Self-Motivation
Personal Risk Taking
Sense of Independence
Increase in Appreciation and Decrease in Taken-for-Granted
Self-Confidence

The Interpersonal Experience

The Physical Environment
Close Living Environment

The Post Experience

Perceptions of Personal Growth
Value of Class Afloat

The 'Experiential' Learning Experience

Personalized Learning

Class Afloat's philosophy has always been to "bring the classroom to the world". Woven into this, the academics on the ship bring the curriculum alive -- from the abstract, theoretical to the tangible and real. The co-researchers seemed to agree that courses like Social Studies, Career and Life Management, Economics and Anthropology were, simply stated, relevant. In stark contrast to this, the co-researchers admitted that a lot of what they have learned in other educational environments was information detached and seemingly irrelevant to their lives. Generally speaking, the formal education on the ship provided personal first-hand experiences with the curriculum enabling the students to not only understand concepts because they seemed more real, but they also assisted students in gaining a first person perspective on the information. This in turn, gave them a personal frame of reference from which to form their own opinions and argue their perspectives based on their experience. As Ricki stated, " ... it's something that you get really interested in if it ties in ... you know if you can see why you're learning it, you're going to put more effort into it ...". Daniel supported this as well, and believed that "... just having it relevant makes it so much more worthwhile learning it and understanding it ...". In comparing this learning environment to that at home, he commented on how at home when things were not relevant, it was much harder to excel at the learning of information.

Daniel believed strongly, as did the other co-researchers, that the teachers themselves were significant in the quality of learning that unfolded on the ship. Claiming that the teachers were "into what they were teaching" meant, therefore, that the students were more interested in what they were learning. When teachers were tuned into their course content, their enthusiasm rubbed off on their students. The example of Anthropology was used to help explain this. Since one of the teachers, Jim, was

interested in the concepts of the course and equally as interested in the various cultures that were visited, his requirement of Cultural Logs researched by each student for each country visited, meant that there were vivid and well articulated personal experiences discussed about these various cultures. A perfect example of this, identified by several co-researchers, was that of Easter Island. With many resources reviewed and discussed prior to our arrival, the subsequent insights that were developed during the eight day visit both challenged and complemented the students' previous learning. Once back at sea, these views were described, discussed and debated with reference to first hand experiences while in port. The teachers' openness to allow for discussions and debates, and, specifically, Jim's willingness to facilitate rather than teach meant that the students felt much more empowered to discuss their views and experiences, and learn with each other.

This case was certainly the same with the Social Studies and Economic Courses on the ship. Each co-researcher commented on the style of teaching which Dave employed when facilitating these two academic courses. Not only was attention paid to linking the theories and concepts to the ports which we visited, Dave also ran his courses in a discussion format. Students delighted in this approach because it served to motivate them to be involved in discussions and in the various port assignments. Each student knew that at any point during class discussions they could be called upon to state their views and equally as important, substantiate them. Dave's method, and the fact that his knowledge and interest in the material allowed him to make the information come alive, made these courses meaningful to the students.

The learning associated with Class Afloat was also valued strongly because of the reinforcement it received. While on the ship, for example, students might have learned about a concept in Economics which was evident in a certain port that was visited. With an understanding of this concept, the students through experiences while in port, gained further insights about the concepts, thus reinforcing their learning. It was experiential

education approaches such as this that helped to galvanize the Class Afloat learning process.

As stated in the review of literature, experiential education and adventure education strive to make the learned information immediately relevant and personal. Given these examples and the obvious thrust toward the co-researchers support for the approach of Class Afloat, it seems apparent that Class Afloat was effective with its curriculum delivery and likely to some degree, with the transfer of this learning into the future lives of the students. The fact that to a large extent, the students were actively involved in their learning and that, therefore, their learning was constantly reinforced meant that the elements of transfer were addressed, and the likelihood that it did occur was high.

Although equally warranted in the Interpersonal Experience section of this chapter, the sizes of the class were also a significant factor in the effective delivery of this experientially based programme. The reality of class sizes played a significant role in the quality of the learning experience on Class Afloat. On average, most classes boasted a student/ teacher ratio ranging from approximately 9:1 to 16:1. This attention, when complimented with the fact that these students lived together in an confined, interdependent setting, meant that the quality of ownership in ones own learning and the subsequent grades which students achieved, surpassed what many were able to accomplish in other educational settings. As Cornelius suggested, " ... because I live with these people that is good cause when you're among friends you're not afraid to say anything ... I know they won't laugh at me ... (whereas) in a school where some of the people in your class are not your friends, if you say something dumb you might get snickered at ...". It was this characteristic of security that seemed instrumental in helping to promote a positive learning environment on the ship.

Similar in relevancy to the Social Studies course, Career and Life Management (CALM) seemed to be a course where the learning was significant. A course curriculum

which dealt with Interrelationships, Communication, Decision Making, Conflict Resolution, Personality and Self-Esteem, and a host of other human dimensions, the CALM programme was a natural compliment to this educational setting. As Daniel suggested, CALM was a humanities course, dealing with how you perceive others and how you understand yourself. He and the others agreed that this course was a logical course to be taught on the ship in that so much of what they felt they were learning was personal and interpersonal in nature. They believed that making time to learn about this information helped them to better understand their behaviours in this unique setting. In fact, it seemed that C.A.L.M. was metaphorical in spirit to the entire, integrated programme. Dealing with the interrelationships inherent within the various units of the course, supported the fact that this experience was in fact holistic and interdependent.

The proximity to the teachers and the subsequent availability of the teachers was also a valuable element of the co-researchers' learning experience. The physical size and the very autonomy of a ship at sea suggested that at sea, everyone was available. The fact that on a ship, each person is available to assist in ship emergencies and ship duties, also served to model that everyone was interdependent. With this, the teachers seemed to remain flexible in making themselves available and approachable. Logically this access to help and in many cases very informal help, meant that the relationships between teachers and students were positive, supportive and no less than ideal. Once students and teachers met openly, then the norm was established and the motivation to ask questions of teachers both in and out of the classroom was comfortable, easy and common.

An important characteristic of Class Afloat which became more and more obvious the more the interviews were purused, was that each student was given responsibilities that they were held accountable for, and with this, were given the support and the confidence to try new things. It was this latitude which was significant in providing the students with an opportunity for substantial personal growth. Woven together were qualities of the programme which all added up to facilitate this profound learning. These

characteristics included: the perceived isolation and subsequent interdependence experienced on the ship; the expectation of each crew member to fulfill his/her responsibilities to the ship as well as work toward accomplishing his/her individual academic programme; the duration of the programme; the proximity to other people and the expectation that individuals had to work through interpersonal differences in order to enjoy their experience and to fulfill their responsibilities; and a host specific interpersonal and intrapersonal characteristics which were directly or indirectly related to this learning.

As determined through reviewing related literature, an important quality of adventure education is that of providing novel experiences where there is real risk at stake and real consequences (either positive or negative) for endeavoring upon such risks. As well, the climate for risk taking is one of a supportive group environment where personal risk taking is looked upon favourably and encouraged. These fundamental characteristics of adventure education seemed to be defined in the Class Afloat setting. Here, expectations combined with a novel living and working environment challenged each and every individual on the ship. This challenge or risk taking, encouraged individuals to work together in supporting each other in order to successfully accomplish their responsibilities. It was this mutual support toward a desired end that ultimately produced a group climate supportive of individual risk taking and indirectly, instrumental in the powerful learning experiences that unfolded. The following sections have been written in support of this insight, dealing specifically with intrapersonal and interpersonal characteristics, but indirectly validating this grander notion.

The Intrapersonal Experience

Tolerance

All of the co-researchers came from relatively small families, where in their homes they shared space with one to three other people. In each case also, these co-

researchers spoke of closing their bedroom door when they wanted privacy and in one case "escaping" into their bedroom so as not to have to deal with things.

The ship was 59 metros in length and accommodated 63 students, teachers and officers. While at sea, there simply was nowhere one could go to "escape" from things. Each co-researcher lived in a small cabin with three other students of the same gender. The four cabin-mates were often not in all of the same classes, certainly didn't work the same Day Watch shifts, and were often on differing Mariner's Watch shifts. As well, the cabins themselves were exceptionally cramped for space. Each student had a space under a bunk which amounted to half of the surface area of the mattress, and a small half size locker. Anything else they owned either hung, squeezed under their mattress, or was stuffed in their luggage and stored in a locker in the hull of the ship.

This amounted to a substantially different living environment than any of these students were used to. Always it seemed, students were coming and going from their cabins, night or day, busied with school work, noisy harnesses, wet rainwear, or their social agenda. If one was lying in their bunk in an effort to catch up on some rest because of a late night of Mariner's Watch, silence and respect for privacy was not necessarily understood by the three other cabin-mates. To further complicate matters, these cabin-mates were together for a long time, and not permitted by the Captain to change cabins. All of these qualities of ship-board life challenged the students in ways that they likely had very little experience.

This obvious lack of space, both physical and personal, was viewed as a catalyst for significant learning by the co-researchers. As they agreed, it forced them to tolerate others -- other peoples' habits, personalities, and manners. At sea especially, they had no way of escaping other people, and they acknowledged that they had to live with these people for 22 weeks. This skill of dealing with other people was identified as being so much a part of his Class Afloat experience, that Donald said that, "... learning to resolve

differences ... to cope ... dealing with people might be the biggest benefit I've gotten out of it (Class Afloat) ... ".

Not always did living so closely with other people mean that conflicts were dealt with and differences were overcome. Cornelius summed up things nicely by suggesting that although she would not normally hang around with some of the other students on the ship, she learned how to deal with them anyway and sometimes that meant holding her tongue, and being patient.

As a result of having to be more tolerant of other's habits and moods, one's own personality and habits became more evident. Cornelius suggested that when she would criticize someone else's habits, she would often stop herself first and ask herself if she also behaved in this way. This reflective process helped her to be more conscious of her role as both a cabin-mate and a crew person on the ship. As well, Cornelius claimed that through sharing a cabin with what she perceived to be a "feisty" cabin-mate, she learned to be careful in choosing her words to ensure that her message was received without creating any undo stress. This patience and conscious tolerance was a skill that she had had little practice with previous to her Class Afloat experience.

Donald, a young man who was used to his space and having his things where he wanted them and how he wanted them, found himself in a cabin where his things and his privacy were to a large extent out of his control. He spoke of how living with his cabin-mates cooperatively required that he "loosen up" and tolerate ambiguity. He quickly learned that it was unrealistic for him to be able to control his things and his space like he had grown accustomed to at home. It seemed that Donald's cabin-mates were far more concerned with entertaining guests in their room than they ever were at cleaning things up and putting things away. This need for tidiness was a need that Donald grew to become flexible about. He learned through his experiences within his cabin, that he got too "up-tight" about these things and that it really didn't matter as much to him as it did previously. He grew to realize that other people's habits and needs were as valuable as

his own, and that therefore, valuing his cabin-mates idiosyncrasies was as important in the bigger picture as were meeting his own. Donald, throughout this experience did not give into his cabin-mates. Instead he learned to alter his needs so that they were more in line with those of his cabin-mates while at the same time working through things with them so that they were aware of some things that he was not willing to compromise. This meant that he grew more tolerant of others, and in so doing, learned to not care as much about getting his own way -- he learned to lighten-up and live cooperatively.

Tolerance was an ongoing challenge for Daniel relative to his seemingly constant bout with sea-sickness and subsequently, his ability to work cooperatively and effectively with the others on the ship. He spoke of a chronic vulnerability to sea-sickness when the ship first set sail, and how he felt so awful that he didn't think that he'd be able to cope. As the trip continued, his tolerance for sea-sickness increased gradually and before long, although he often still felt nauseous, he was able to psychologically overcome his trouble and function as effectively as any other student/ crew-person on the ship. He summarized this experience when he stated that "... it's one of those things that you just have to experience. It taught me to distract my mind". Daniel's ability to overcome this taught him that he had to learn to deal with things, and that he couldn't always run from them. Therefore, it was his trouble with sea-sickness combined with living in an environment where "escapism" was next to impossible, that assisted Daniel in becoming more tolerant and in learning how to deal constructively with other people in situations of adversity.

For all of the other co-researchers, the physical living environment and the constant exposure to having to live with and function effectively in a closed community of 62 other people, represented a significant education in tolerance, patience and dealing with other people -- their habits and personalities. Many examples of this were stated by each of the co-researchers throughout their interviews. For further insight, review Chapter 5: The Within Analysis.

Self-Motivation

The unique social environment facilitated on the ship, and the subsequent business of the schedule, required that students be both responsible and self-motivated. In fact, this characteristic was of importance in their initial interview upon application.

The co-researchers seemed unanimous in suggesting that there were two areas of learning that surfaced during their experience; the academic environment and the non-academic environment. It was from these two perspectives that self-motivation could be made the most understandable.

The academic agenda for each co-researcher was different. Depending on whether these students were in grades eleven or twelve and depending on their course interests and options, their academic schedules were arranged. The academic day began at 9 AM and went straight through until 8 PM with a one hour break for both lunch and supper. As importantly, students were required to fulfill two hours of scheduled Day Watch during the day, and an additional two hours of Mariner's Watch between 8 PM and 8 AM. In addition to this already full day, students rotated every eleven days through a shift in the kitchen and the mess where they acted as assistants to the cook; preparing, serving, and cleaning for three meals. Add to these responsibilities the reality of homework, social time and sleep, and it isn't difficult to understand why the co-researchers identified self-motivation as being an attribute necessary to be successful in this programme. For more insight as to a typical day at sea for a student, see Appendix G.

Academically, students felt at ease in their small classes and they were learning things that seemed to have an immediate relevance to their experience. As a result, students felt more interested in their courses, and subsequently, were motivated to do their work. Even with the adversity of a busy schedule, and many distractions which could easily take them from their studies, their motivation prevailed and they managed to successfully complete their academic courses.

Class Afloat was a school nonetheless, and students were expected to take their four to six courses throughout the semester, and complete course requirements like any other school they had attended. The co-researchers acknowledged that this required them to have a clear understanding of their responsibilities (both academic and non-academic), to have a strong sense of self-discipline and self-motivation, and to be effective time-managers. They saw that without these qualities, their responsibilities would suffer. Of course, they also acknowledged that they were not necessarily proficient at these skills upon arriving on Class Afloat, and that indeed, these were things that they had acquired as a result of their time on the ship, and their commitment to accomplishing their responsibilities.

This sense of responsibility was reinforced by an intense peer environment, by the reality of life aboard a sailing ship, and by the general novelty of the experience itself. Here students were required to be instrumental in the constant operation of the ship, and therefore, their sense of ownership and responsibility was reinforced more and more every day. Through these things, and the general history of academic achievement which these students had historically enjoyed, they were motivated to achieve in either a formal educational setting or a less structured learning environment.

Ricky articulated this sense of responsibility and self-motivation when she stated,

> ... since you are so busy, you have to budget your time and plan things out ... plan to get assignments done and plan to study for tests. You only have certain hours free here and there, and you have to get things done.

Non-academically, students were in a very similar situation. After a few weeks on the ship gaining a clear understanding of their role as a crew-member, the co-researchers grew to realize how vital each and every person was to the operation of the ship. With this understanding, and the acceptance of the Captain's authority, students were motivated to ensure that their duties were carried out with effectiveness. Instilled with a great deal of responsibility, students sensed that their roles mattered and that there

were serious potential consequences if their roles were not fulfilled competently. Ricki spoke in detail about how one night on Mariner's Watch when the winds were high and the seas were rough, she was at the helm steering the ship on its plotted course. While she concentrated on maintaining the ship's course, her mind allowed her to realize the level of responsibility she had been given. She felt overwhelmed. She thought about all of the people asleep down below and how everyone was entrusting her with their lives. Although she was in the company of the officer on duty and her fellow Mariner's Watch crew, Ricki's magnitude of responsibility, at this point in time was realized, and her motivation to take her role seriously was secured.

Personal Risk Taking

For a sixteen or seventeen year old, the experience of living away from home with strangers was significant in and of itself. The perception of risk taking relative to Class Afloat, however, went much further. These students left the security and familiarity of their friends and families to live aboard a sailing ship which traveled the oceans for 22 weeks, accumulating mileage equivalent to two-thirds of the circumference of the world. In addition to this, they accepted the responsibilities of fulfilling a crewing position which required the physical risks of climbing (as high as 121 feet above sea level), hauling lines, and living with the constant vulnerability of a ship at sea. Also, students were expected to live in close quarters with 62 strangers, successfully complete a full semester's course-load at the grade eleven or grade twelve level, and remain healthy; physically, spiritually, emotionally and socially.

The amount of personal risk taking which the co-researchers experienced throughout this programme, was no less than profound. Each co-researcher, in his or her own unique way, identified that he or she was more confident and comfortable in taking risks as a result of this experience. Daniel called his attendance with Class Afloat a "leap

of faith", and commented on how intimidated and scared he was upon arriving in Trinidad.

> "I got courage just by getting out and being by myself, being on the boat. I didn't know anyone on the boat and that is something I really hadn't done before - I just jumped into a totally new crowd and new place. It turns out that this brought me new thoughts on where I am and what I can do - what I have the potential to do".

Later, Daniel suggested that the success he experienced from throwing himself in this new situation and working through his discomforts, made him more inclined to challenge himself with new experiences that were beyond his perceived comfort levels.

Similarly, Ricki commented on how she grew to become more out-going, and accountable to herself and her feelings than she had ever been before. Although she concluded that this comfort grew throughout the trip, she thought that she would as a result of this learning, be more inclined to take more social risks in her future.

Donald considered his comfort with personal risk taking to be closely tied to his increased sense of independence. He commented on how upon arriving in Trinidad at the start of the trip, he was alone and in control of a lot of decisions which would effect his next 22 weeks with Class Afloat. Since he had never put himself in a situation where he felt this independence, he was venturing into uncharted territory and, therefore, a situation of perceived personal risk.

Daniel said, "... I can't imagine any position that you could be in and upon coming on the ship, not find it a big change." For him, he was battling personal issues of drug addiction and a strong apathy for life in general, so the risk taking which he experienced was in some ways, far greater than that of the other co-researchers. This overall experience empowered him to value the role of risk taking from a constructive and valuable perspective, encouraging him to look toward change as a positive, desirable thing rather than a reason to become introverted and negative.

Whether it was Ricki's risk of leaving a small town to travel the world, Daniel's personal challenge to remove himself from negative peer groups at home, or Cornelius' ambition to meet new friends and see the world, risk taking was a significant part of the Class Afloat experience for these young people. In each case, significant personal learning was gained through these co-researchers challenging themselves in situations where they had very little initial comfort and security.

Sense of Independence

It seems that the experience of Class Afloat instilled a sense of independence within each co-researcher. Without exception, this 22 week adventure was the longest length of time that any of these young people had been away from their home, their family, and their peer groups. Already identified as a significant personal risk taking venture, Class Afloat provided these students with both a sense of autonomy and independence.

In many cases, the rules and regulations within this programme allowed little lee-way for the students, requiring them to: stay out of cabins belonging to members of the opposite sex; remain in minimum groups of four and sometimes in co-ed groups of eight while in port on shore-leave; live within the confinement of a curfew which although in port, was strictly maintained; fulfill many responsibilities on deck with the ship and work within a rigid schedule; etc. It seemed, in retrospect, as though the amount of restrictions placed on the students with this programme were in some instances far greater than any that would ever be required of them at home. Yet, it was clear that each co-researcher identified a sense of independence as being a significant element of their time with the Class Afloat programme.

Closely tied to the fact that these students were geographically well removed from their homes, and that they were well aware of their responsibilities with the programme, it seemed that they felt empowered and in fact, responsible to make some decisions which

had real consequences for them. For example, if a poor decision was made in folding the Royal Topsail, then the consequence from 121 feet above sea level could be fatal. As well, if students while in port chose to go to the wrong part of town, they not only were conspicuous, but they couldn't usually speak the language and they usually had money with them. It seemed that real situations like these, coupled with their sense of being away from home, created a strong sense of independence within each co-researcher.

Ricki took these scenarios one step further and identified that the ship was "... a place where you feel that you totally belong ... walking around the boat, it's my place and I completely belong here." Ricki found that the ship was something so familiar and comfortable to her, and so removed from anything at home, that she experienced a level of security which she felt she had created for herself. She felt an ownership -- a personal responsibility for developing a security in this environment which hadn't existed when she had first arrived in Trinidad.

Donald identified that Class Afloat gave him a first experience with independence. He recognized Class Afloat as being a safe place to take some risks and challenge himself, without having to deal with any serious consequences. He saw this experience as a "stepping stone" to experience independence -- where he could test the waters of independence in a safe and controlled situation, so that he had experience with it when the time came in his life to become truly independent. "It's motivated me to do what I want and work for what I want, instead of doing what someone else wants me to do. It's shown me that I have to work for what I want. Also, Class Afloat has reinforced that I am an individual and that I can make my own decisions."

Similar to Ricki, Donald identified that he had a lot of decisions to make for himself; decisions about how to keep safe, who to spend time with, how to spend his money, and many others. He concluded saying that the sense of independence he experienced with Class Afloat helped him to learn how to care for himself, and how to develop his own ideas on what was right and wrong, and be accountable to himself.

Cornelius spoke of how there were times throughout the trip when she felt homesick and lonely, and how she had to learn how to cope with these emotions and deal positively with these feelings of discomfort and loneliness. In a sense, adversity in this respect helped her to become more self-reliant and independent, forcing her to deal with things in the best way that she knew how. As she stated, "In the past I've always been with my family and let them take care of stuff. I guess I just realized that through Class Afloat, I could just do it on my own". Cornelius considered herself fortunate to have been in a position to deal with and make decisions for herself.

Increase in Appreciation and Decrease in Taken for Grantedness

Class Afloat was instrumental in exposing these co-researchers to perspectives which they might not otherwise have been exposed to. There were several dimensions of this element of their experience, each of which is worth commenting on.

Since these co-researchers were removed from their normal homes and interactions, they were in a position to gain a different perspective on their lives in Canada. As Ricki stated, "It (Class Afloat) helps you to appreciate what you have living in Canada. We're a rich society and I think that from what I've seen so far, I'm lucky to be from a country like Canada with all it has to offer".

Ricki's perspective seemed to be as much a product of the contrasting countries that they visited as it did the length of time that they were gone from Canada. Throughout the Class Afloat experience these co-researchers dealt with many things that they perceived as hardships compared to the luxury of home. Visiting such areas as: the remote southwestern coast of Chile, dangerous streets of Rio de Janeiro, the rustic lifestyles found on Robinson Crusoe Island, and the isolation and simplicity of life on Easter Island, the students were constantly in a position to compare the qualities of these places to those of home. With these comparisons came a heightened appreciation for what they had grew used to at home and considered normal. Exposure to the various

ports of call visited by Class Afloat helped the students to realize that some things that they take for granted, don't exist at all in some other parts of the world. Some of these things included: a bedroom to themselves; an automatic washer and dryer for their clothing; a dish washer; a full refrigerator available to them night or day; unlimited hot showers; fresh foods; safe neighbourhoods and streets where comfort and security is assumed; the constant security of friends and family; and countless other qualities of their life at home that starkly contrasted their life on the ship. Cornelius summarized her thoughts well when she stated, "... I will appreciate home a lot more, obvious things like the fridge, the fruit bowl and the television. As well, I've learned to appreciate and realize things about my friends at home - things I miss and that I took for granted. I can tell things by the people who write you the most - those who are willing to work at your friendship."

Through the many ports visited, students gained an appreciation for the quality of life they have back in Canada, and how they took things like drinking water, safety and general cleanliness for granted. Unaware of how some people in other parts of the world lived their lives, the Class Afloat experience helped them to see that not only things differed between different ports and their homes, but also that things weren't necessarily "better or worse", they were indeed just different.

Of course all of these thoughts are reinforced by the fact that Class Afloat, like any adventure education programme, is facilitated in a novel environment where students are removed from their normal patterns of security and interaction and placed in a situation where these can be established. It is this establishment of new patterns that reinforces the interdependence, and indirectly, magnifies the students perception of their experiences at various times throughout the programme and helps them to value the patterns and securities they have established at home.

Several of the co-researchers were responsible for playing a significant role in paying for their experience, while others were basically given the experience by their

parents. It would be unfair to suggest that those that helped to pay for their trip had any more of an experience than those who didn't, but rather there seemed to be a different kind of appreciation of this experience. Both Emily and Cornelius played a significant role in raising the money to go on Class Afloat, and in so doing, began a year in advance planning for their experiences. In both cases, they worked beyond the end of Class Afloat to finish paying back money they had borrowed to make this opportunity available to themselves. Each spoke of fond memories and stressful lessons learned throughout this process, and mentioned their attention to the careful use of their hard-earned spending money. It seems obvious that their attention to this dimension of their experience has helped them to gain a value for money that they have earned.

The last stage of interviews revealed some interesting insights about the Class Afloat experience from a reflective dimension. The co-researchers seemed to agree that while aboard the ship, they grew to take for granted the proximity and comradre of friends, and actually identified how often they had longed to once again be apart of the ship community. As well, they spoke of how they took for granted the availability and the approachability of their teachers. "There's the benefit of being able to ask them questions whenever you want, in their free time or in yours." Donald continued, "... sometimes they are really bored and enjoy sitting down and talking with us about school stuff or life or whatever...".

Several of the co-researchers spoke of how upon returning home, they realized how much they had learned from living with so many other people. As Emily recalled, "It'll help me out later in life - just being more tolerant and learning how to live in close quarters and not be so self-centred." They valued that throughout the Class Afloat programme they had virtually no other option but to work through differences among peers, and get along. They agreed that their experiences on the ship were valuable and that they had developed skills which would be of benefit to them in the years to come, but also that they were keen to return to the security and familiarity of their homes. With

this, the co-researchers acknowledged that they would never have wanted to miss Class Afloat, but that it was an experience which they would not want to repeat. Each of them felt that their learning would be diluted if they were to partake in this experience again. As well, they felt that they wanted to remember their experience as it was and not try to reproduce it at another time. If they were to join Class Afloat again, they would do so with many expectations and preconceived notions, and they felt that their lack of these upon arriving in Trinidad in January 1993 was instrumental in creating the quality of experience which each of them had enjoyed.

Another valuable dimension was relative to insight about friendships and family. On many occasions, co-researchers identified things about friends and family which only became apparent once they were away from home. Close friends that promised letters and never did write were exposed, and the meaning of their friendship was critically examined. Similarly, friendships at school were considered and the distance and time away helped several to see the depth of friendship that actually existed and more often than not, the role that peer pressure played in their social lives at home. Family members, who until Class Afloat were rarely fully appreciated, were now viewed with a new understanding and significance. Daniel for example, gained a new appreciation for his mother and how much she cares for him. It was her who suggested this programme for Daniel and who offered and encouraged him to try it. "I could tell it was obviously a really big thing to her and maybe in my situation I couldn't understand why , but in her situation she could - I just trusted her." Daniel was quick to identify that he always cared for and loved his mother, but it took this situation for him to really grasp the extent to which she cared.

Self-Confidence

Linked closely to personal risk taking, sense of independence and an increase in appreciation, it might not seem surprising that the co-researchers each claimed to have experienced an increase in their self-confidence. Self-confidence was nurtured in many

different ways throughout the Class Afloat experience; seemingly more indirectly than purposefully. Since self-confidence is an intrapersonal characteristic, it developed at different rates, for different people, and for different reasons. As well, it seemed that the longevity of self-confidence was also variable; that self-confidence was more of a situational and cyclical experience than it was an acquisition and linear in nature.

Evidence for support of this is evident throughout many of the interview transcripts. For example, Ricki identified that in Jasper she felt confident because she was secure and comfortable in town with the people. She said that her confidence on the ship had gradually increased because based on her past experience, when she started something new she was always more reserved and introverted. "I'm always shy and quiet and less self-confident at the start, but then when I get into the situation I start acting more like myself." She went on to establish that Class Alfoat had contributed significantly to her self-confidence, "... because you have so many responsibilities here - watches and sail maneuvers and boson duty - a lot of the safety of the ship depends on you." She finished by saying that "... I am important in this situation; if you know you are needed and that you are depended upon, then that will help anyone's self-confidence."

It seemed obvious that the many characteristics of this programme which have led to the common experiences discussed throughout this Chapter, were those things which helped to contribute to each co-researchers sense of self-confidence. The close living environment and the subsequent need to deal with things and communicate effectively, contributed in each case to the self-confidence of the co-researchers. The fact that each was put into a risk taking situation where they were forced to interact with strangers, learn new skills and be accountable for their responsibilities also served to increase their self-confidence.

The fact that their classes were small, and interaction and discussions were an unwritten requirement, students were in a position to risk socially and intellectually in ways that they perhaps never had previously. As Donald claimed, "... it's easier to discuss

things with a person you know than with a stranger". Ricki added, "... in a smaller class, you're not as scared to bring things up and ask questions that you might normally not ask cause you're maybe scared of what others will think ... you know these people so you feel more secure ... more confident". Given that the co-researchers were always surrounded by friends and that the climate of the classroom was always informal and relaxed, they invariably felt comfortable being themselves and speaking their minds. This supportive environment both within the classroom and elsewhere on the ship, facilitated in each co-researcher a sense of security and confidence that spread throughout their behaviours during Class Afloat.

Ricki identified that her self-confidence grew from the number of responsibilities she had throughout the trip. Committed equally to each responsibility, she worked hard at ensuring that each was accomplished as best she could. The very fact that she was successful at managing to fulfill her commitments, meant that her self-confidence grew with each success. After a stressful night on Mariner's Watch helming the ship, Ricki stated that, " ... it's a strange feeling that you have to be so responsible ... and that you are in fact a part of a team ... that you have to pull your own weight has kind of helped in teaching me that I am important in this situation, and that helps anyone's self-confidence."

Cornelius commented on how the sense of independence that she felt throughout the trip helped her to become more accountable to herself and, subsequently, to become more self-sufficient. An example of this was Cornelius' decision to throw here university application over-board in a statement against her fathers wishes for her to go to school in the fall. She attributed this confidence in standing up for what she wanted to her growth in self-confidence throughout Class Afloat and her increased commitment to herself.

Daniel credited his increase in self-confidence primarily to his "leap of faith". "I think that the biggest thing that I've gotten out of this experience is the courage and confidence to step into something that I had no idea what it was going to be like ... it's a

confidence boost and it has made me a stronger person". Although Daniel commented about the close living environment, the small classes, and several other thoughts common to the others, he was sure to clarify that he attributed his increase in confidence to his success at taking the enormous social risk of joining Class Afloat for a semester.

In summary, it seemed obvious that an increase in self-confidence was a profound quality of the Class Afloat experience for these co-researchers. It has also become apparent, however, that there were many contributing factors to this increase and, in fact, it seemed that the very nature of the programme, the ship's living environment, and the many responsibilities expected of the students, all played a significant role in ensuring that an increase self-confidence was inevitable.

The Interpersonal Experience

Close Living Environment

Throughout this Chapter, the role of ship's environment in the co-researchers' Class Afloat experience has been identified time and time again. Instrumental in the development of each of the characteristics common to the co-researcher's experiences, the close living environment boasted many significant qualities. It is well to remember that the physical living environment on the ship was instrumental in the development of many intrapersonal and interpersonal learning experiences previously mentioned. In fact, the setting for Class Afloat, like all of the other categories in this study is logically interwoven throughout all of the learning experiences identified by each of the co-researchers.

The closed living environment facilitated on the ship was identified by the co-researchers as being significant to their interpersonal experience throughout the programme. For both Donald and Ricki, this included her first experience living with roommates. As Ricki stated, "... I enjoy being in our room when we're all in there because we talk and listen to music. It's more fun than I thought it was going to be. It's

comforting to have people to talk to who are your own age and are your friends ... I like it".

Donald summarized his thoughts well when he stated,

> At home you can get away from people at the end of the day - get away from everyone if you want. On the ship, you're stuck with them for 5 months and I have to be tolerant of a lot of things I don't have to be at home. At home you have your own space and can do what ever you want with it. Here things aren't so private. I have three other cabin-mates. I have divide things four ways and there's not much space. That's all a part of the experience though. If we had our own rooms on the ship, we wouldn't be talking with others as much and learning how to deal with them, we'd just lock ourselves in our rooms the same as we might do at home.

The effects of the close living space, however, reached well beyond the bulkheads of the co-researchers cabins. There they were forced to interact with three other students with whom they initially had never met. Aside from these very obvious dynamics, there were the responsibilities of each student to the ship in the role of a crew-person. As Cornelius stated,

> I'm having the experience of a lifetime. I know most people, and I'm getting to know other people better as well. I like the fact that I have 43 brothers and sisters. I mean I live with them, work with them, and go to school with them."

Each student on the ship was expected to function as a team member. At any one time their tasks might have included: hauling sails; watching out for each other as they climbed the masts and yards; working cooperatively to fulfill their deck responsibilities throughout the night as well as the day; and depending on each other's abilities in situations where efficiency and judgment were vitally important. Fundamental to these

roles were qualities of trust, support, cooperation and communication. As Cornelius articulated so well, "... you have to work out differences and work with each other, not against each other ... it's a really close group of people ... it's like a family environment ... we all depend on one another."

With experiences and perspectives like these, it was easy to see why student's felt comfortable in their academic courses. As has already been stated, the co-researchers were in small classes with people whom they considered to be friends. Given this, it was not surprising to learn that the co-researcher's talked openly and freely in classes , enjoying rich discussions and valuable insights from one another.

The characteristics found in the formal learning environment clearly overlapped into the various informal learning situations throughout the programme. On the ship there was nowhere to go; one was always surrounded by others. In ports, similar to while at sea, students were either all together on an organized land programme, or they were on shore- leave in groups of students ranging in number from four to eight. Almost without exception, students were forced to interact with one another constantly for 22 weeks. This suggested tolerance and patience and a host of other skills that have already been identified, but this also created a strong sense of community - of interdependence.

The Post Experience

The Value of Class Afloat

The value of the Class Afloat experience as identified by the co-researchers was something that has been woven into discussions throughout the various sections of this Chapter. Apart from the many things previously discussed, it was important to identify a few other factors of this experience which were acknowledged as significant but which for various reasons, have received little attention thus far.

Firstly, the length of this experience has been acknowledged as important to the strength of the overall learning within the Class Afloat programme. Donald spoke of an

experience he had had with the Outward Bound organization. He suggested that the three weeks of learning in that context failed in comparison to the amount of personal learning he had acquired from this programme. He went on to suggest that with 22 weeks, one must learn to deal with things; that they must depend on other people and interact. Also, he and others thought that this amount of time away allowed them to gain more insight as to the contrasts between their lives at home and their lives on the ship as well as the cultures found in various ports visited throughout the trip compared to the Canadian culture. Twenty-two weeks at sea provided a significant amount of time away which seemed to in turn, emphasize these differences and help the co-researchers to gain profound insights from their experience.

For several of the co-researchers the formal learning facilitated both on the ship and in various ports-of-call, meant that their motivation and interest in learning was increased and that in some cases, they gained a new appreciation for subjects which they may or may not have been party to otherwise. This was evident in accounts from the Anthropology course, the Social Studies course and the Career and Life Management course. Several of the co-researchers commented about how well these courses tied into what they were experiencing, making the curriculum come alive and, therefore, be more tangible and understandable. In many cases, these learning characteristics sparked the interest of the students. It was this experiential approach to learning which prompted the co-researchers to be turned onto the learning in these subject areas.

An example of this might also be relative to the Physical Education course. Within this curriculum, students were exposed to many of the predictable elements of traditional Physical Education (e.g. Nutrition, Sexual Education), but they were also given the opportunity to learn more about sailing and sail theory. In each case, learning about sailing and sail theory was considered different, relevant and, therefore, valuable. Several of the co-researchers identified this characteristic of the course as being a "once in a lifetime experience", and one which was directly applicable. Although each was

careful to suggest whether pursuing this past-time further would be of interest to them, they did comment on how instrumental this unique experience was to each of their perspectives. It was even suggested that this uniqueness helped to make the experience as valuable as it was, because it was something foreign to each of them -- a common starting point.

Summary

Throughout the past two chapters we have explored the experience of Class Afloat with the five co-researchers. Uncovering the meanings entwined in this programme for each of them individually as well as collectively, has provided us with rich insight into our understanding of what this experience has represented.

No single research project can uncover all of the meaning hidden within an individual's experience with a programme such as Class Afloat. Furthermore, many studies must work together to develop a common understanding of such complex experiences as those found in the many unique adventure education settings. The seventh and final chapter of this project attempts to suggest other courses of travel relative to this voyage of understanding which might ultimately serve to provide further understanding about this and other adventure education destinations.

CHAPTER VII

Summary and Recommendations

Uncharted Territories

Experiential Teacher's Paradox

> ***It's as though the teacher said something like this: "I can tell you that there's something you need to know and I can tell you that with my help you can probably learn it. But I cannot tell you what it is in a way that you can now understand. You must be willing therefore, to undergo certain experiences as I direct you to undergo them, so that you can learn what it is that you need to know and what I mean by the words that I use. Then and only then can you make an informed choice about whether you wish to learn this new competence. If you are unwilling to step into this new experience without knowing ahead of time what it will be like, then I cannot help you. You must trust me.***
>
> ***- Donald Schon***

According to Joplin (1987), the experiential learning cycle includes three stages: focus, challenge/ action, and debriefing. It is the debriefing stage of the model which assists in making the learning self-evident and appreciated, and with this acknowledged, the foundation is then established for further learning. In fact, " the process of reflecting on the past often includes decisions about what needs to be done next or how it should have been done initially." (p.157).

Not unlike Joplin's theory, the voyage throughout this study has brought us to an end, and in so doing, has created many options for further journeys. Accordingly, this chapter will provide the reader with a summary of this research voyage. The implications from this study on the continuing development of other adventure education programmes

will also be explored throughout this chapter. Finally, recommendations for future research will be identified and proposed.

The Route Traveled

The role of education in our society is both crucial and far-reaching. Adventure education programmes strive to provide an environment for learning which utilizes experiential education methodologies thus providing the learner with tangible and personal experiences with the information they are learning. In so doing, this approach utilizes physical and social risk-taking environments which serve to develop the intrapersonal and interpersonal elements of an individual. I believe, that learning environments should be aimed at the education and development of the whole person; socially, intellectually, physically, spiritually, and intrapersonally. Furthermore, I believe that environments which segregate these areas of learning rather than integrate them, under-utilize valuable educational experiences. Therefore, the main purpose of this study has been to explore and strive to understand the experience of being a participant in an adventure education programme, and to gain some insight into the meaning one might associate with such a learning experience.

With an overview of my interests and research intentions identified in the first chapter, it became obvious that the second chapter should consider this project from a philosophical and theoretical perspective. Chapter 2, The Review of Related Literature began by recognizing the characteristics which define both experiential and adventure education and worked toward establishing that Class Afloat was connected to such methods. The literature then brought us on a journey through various fundamental presuppositions about these approaches to learning, considering concepts related to interpersonal and intrapersonal growth, and what transfer of learning means. It became apparent from the journey in Chapter 2 that experiences must be examined holistically and that dissection results in only partial insight. As well, an understanding of the

experiential and adventure education paradigm relative to Class Afloat, set the stage for much of the subsequent learning to follow throughout this research voyage.

Chapter 3 was aimed at providing the reader with a grasp of how this study was designed from a methodological perspective and a justification of the various decisions made in this design. Chapter 4 was an attempt to provide the reader with an insightful and tangible description of what it was like to live on the Class Afloat ship. Entitled A Day at Sea, I attempted to describe in detail the busyness of ship life and the feelings of being an integral part of a ship's community. This chapter provided a foundation to add perspective to the accounts of each of the five co-researchers found in Chapter 5. Here, the stories and experiences which each co-researcher identified over the course of one year were presented. It was my intention that this chapter and Chapter 6, The Common Experience, would combine to provide the reader with a solid understanding of both the individual insights of each co-researcher as well as a grasp of the insights and perspectives common to these young people. That brings our voyage to the present chapter where we are in a position to reflect upon where our journey has taken us and where we might look to go from here.

The Significance of this Voyage

As adventure education and other similar approaches to experiential learning continue to evolve and change, it will become increasingly necessary to have a grasp of what sets adventure education apart from other more traditional forms of curriculum delivery. Those who support experiential and adventure approaches to learning do so because they believe that it is through novel learning environments, where the learner is required to both actively engage in their learning and to risk real consequences for their behaviours, that meaningful learning occurs.

I believe that an adventure approach provides a unique interpersonal and intrapersonal learning environment, and therefore, creates the potential for a meaningful

and life-long educational experience. It is also my opinion that such profound personal learning experiences are less likely to occur in the more traditional learning environments found more commonly throughout our society. With this, any effort that can be made to further understand and qualify the learning potential of novel educational settings such as that found on Class Afloat, will only contribute to the evolution and integration of such adventure and experiential approaches in present educational institutions.

This voyage through the experiences and perceptions of five students engaged in the unique learning environment of Class Afloat, provides adventure educators with a broader appreciation and understanding of the effects of such an experience on the learner. The insight from this study will logically assist in the validation and implementation of other valuable opportunities for learning, and therefore, continue to solidify the characteristic of personal development which is so effectively nurtured in adventure education settings. For these paradigm shifts to continue, and if adventure and experiential approaches to learning are to continue to gain ground, then those responsible for leading and facilitating the directional growth of education must be willing to recognize the need for personal growth and development within a carefully integrated learning environment. Having stated this, it is important to recognize that adventure education is one of many approaches available to accomplish this end.

The Class Afloat Research Voyage and its Destination

The Class Afloat programme is facilitated on a 59 metre square-rigged sailing ship which hosts 48 grade eleven and twelve students from all over the world (predominantly North America). Of the 48 students aboard the ship, five assumed the role of co-researcher for this study. During the course of the 22 week voyage, three interviews were conducted with each of these five students. Upon completion of the semester at sea, and approximately six months after the voyage, a final set of interviews was conducted in the homes of each of the co-researchers. The intent of these four sets of

interviews was to unearth the meaning that these five students gained from their experience with the Class Afloat programme.

Through exploring the understanding and perceptions which they had of their experience, we were able to articulate what seemed to be the common experience enjoyed by the students. This common voyage was validated through the dominant reoccurring themes identified by each the co-researchers. These themes included:

The 'Experiential' Learning Experience

Characteristics of the Academic Environment
Personalized Learning

The Intrapersonal Experience

Not Specific to the Class Afloat Setting
Tolerance
Self-Motivation
Personal Risk Taking
Sense of Independence
Increase in Appreciation and Decrease in Taken-for-Granted
Self-Confidence

The Interpersonal Experience

The Physical Environment
Close Living Environment

The Post Experience

Perceptions of Personal Growth
Value of Class Afloat

Adventure education settings may be instrumental at facilitating personal growth and interpersonal development by providing an environment of social interaction and interdependence, and a setting which requires personal risk taking and, subsequent, intrapersonal growth. If this is indeed so, then this approach to educational delivery may indeed be an appropriate response to society's increasing expectation for the personal and lifestyle development of the student within the context of the school environment.

From a micro perspective, the process of this project has assisted the five co-researchers in articulating, reinforcing, and reflectively validating the profound learning that was facilitated for each of them throughout this programme. For those who have been and continue to be instrumental at ensuring the continued development of this specific programme, these findings provide insight into the success of their work and perhaps some indications of some of the challenges that lie ahead for them. From a macro perspective, these findings contribute to the fundamental understanding of the role of adventure education as an approach to learning, and the subsequent need for its continued encouragement and implementation.

Implications of this Voyage on the Chosen Routes of Educators

Through the shared voyages of these five co-researchers, several valuable concepts have emerged which have significant implications for educators. These concepts pertain specifically to the development of personal growth through learning environments which provide risk taking, support, and consequential learning.

The fact that the Class Afloat environment was a novel setting for each of the co-researchers seemed to have a profound effect on the interpretation of each of their experiences. Not only was this physical environment significantly different for each of them, but the social and intrapersonal setting was also profoundly different than any which they had been apart of. On many occasions through the various waves of interviews, the co-researchers spoke of such themes as: tolerance, sense of independence, confidence, proximity to others, self-motivation, personal risk taking, etc. These perceptions are significant because at one level, the novelty of the ship and the confined isolation of living at sea required the co-researchers to experience interpersonal and intrapersonal dynamics which were new to them. At another less obvious level, however, these students were given the freedom to experience significant personal growth through personal risk taking in the supportive comfort of a cooperative social community.

Here, they were given significant responsibilities and were subsequently held accountable to both themselves and the ship community. They were expected to and in fact depended upon, to carry through with their many responsibilities. With these expectations came real rewards, and potentially, real consequences. This self-reliant and self-motivating requirement of Class Afloat, for each of the co-researchers was significant in making this the profound personal experience that it was.

This resounding theme has interesting ramifications for the professional educator. If providing a novel setting in which students are presented with the opportunity to deal with real responsibilities is the key to unleashing significant interpersonal and intrapersonal development, then educators could utilize these characteristics in the creation of programmes which strive to achieve this same desired end. That is, if this study and other studies of shorter durations support the notion that a novel environment is the key to accessing such profound interpersonal and intrapersonal learning, then there are obvious programming implications to this. Although the definition of novel learning environment immediately becomes of interest, it is not my intention to delve specifically into answering this. Suffice it to say that those situations where participants are removed from their normal interactions and from their regular lifestyle patterns, and placed into a setting whereby these patterns have to be reconstructed constitutes the significant elements of a novel environment. Examples of such settings might include extended wilderness/backcountry experiences (e.g. mountaineering, river trips, ocean kayaking, climbing, mountain hiking, dog sledding, ski touring) and experiences facilitated in developing countries (e.g. Youth Challenge International, Crossroads International).

With the proximity of living and working within the confines of a ship, the co-researchers spoke consistently of the quality of interaction which evolved throughout the voyage. This quality of Class Afloat supported the previous point regarding opportunities for taking responsibilities, but it also had substantial implications for their sense of belonging on the ship relative to their peers, the teachers and the professional sailing

staff. The supportive and interdependent social environment which was nurtured aboard the S/Y Concordia, supported the co-researcher's comfort in taking the risks which may otherwise have been met with anxiety and failure. Entwined in this, is the value for educators to acknowledge the importance of supportive and positive learning communities. In a situation where someone is being challenged to try new things and risk failure (social, emotional, physical, intellectual), fundamental characteristics of personal growth and learning, the nurturing quality of a supportive environment assists significantly in facilitating success. The need for reciprocal learning and a de-emphasis of the traditional teacher/student hierarchy was perhaps reinforced, leaving a profound lesson for educators to ponder and challenge themselves with in other educational settings.

On Class Afloat, the teachers logically facilitated the curriculum delivery to the satisfaction of the Alberta Ministry of Education. However, at least as important as the role of a formal educator were the roles of counselor, parental figure, mentor, and/or friend. The role of the teacher extended beyond facilitating the curriculum and ventured into dealing with discipline, counselling home-sickness, nurturing the decision making process of those students who were considering post-secondary education the following September, and many, many other situations. This was a direct result of the closed living environment where interaction was limited to only those people who were aboard the ship. Such role complexity is a common characteristic of educators faciltating learning in adventure education experiences.

This project has exposed the value of experiential learning methodology. This approach to learning provided an effective and unique perspective on both the formal and informal learning experience on the ship. Through exposure to a more pertinent and integrated curriculum, students were constantly challenged to be physically, intellectually, emotionally, socially and perhaps even spiritually engaged. It became apparent that this methodological approach played a significant role in the quality of the

student's formal learning. The integration of course curriculums and the proactive thinking necessary to make such learning come alive through meaningful interaction was a valuable direction in which educators should move. Reoccurring throughout the 20 transcripts were comments which suggested that such attention to creativity, interaction and meaningful, relevant experiences was instrumental to the quality of learning facilitated throughout several of the courses on the ship. Also, it become obvious that there was much more that could have been done to further the integration of course material and the experiential approaches which were utilized. What is important for other educators was that this study exposed the value of an experiential learning approach, and in the context of a novel and closed living environment, reinforced the need for curriculum integration.

Recommendations for the Administrators of the Class Afloat Programme

Although the power and significance of the Class Afloat experience in the lives of five young people has become profoundly obvious throughout this project, there have been insights uncovered which could serve to increase the value of this experience. It has been made clear throughout this process that learning through experience is indeed a premise which provides the foundation for this programme. In the spirit of experiential education, the overall growth of this exciting opportunity for young people must maintain this same commitment to its own evolution and growth.

Given the dedication of Class Afloat to experiential education, it seems apparent that attention to hiring effective and proven experiential educators should be a constant ideal for which this organization strives. Although there were many co-researcher accounts of effective and meaningful experienital programming relative to courses such as Social Studies, Anthropology, Marine Biology, Career and Life Management and Physical Education, there was very little if any recognition of the Mathematics, Physics, and Calculus programmes being presented with attention to non-traditional

methodologies. One might agree that these subjects are more difficult to deliver in an active and creatively experiential way, it could also be argued that they hold as much potential as do these other courses for being addressed from more of a non-traditional perspective. To a large extent, the success of a non-traditional approach to teaching these subjects is directly related to the abilities, experiences, and motivations of the teachers who are employed to faciltate them.

Furthermore, it has been made apparent that through this project, it was difficult to compartmentalize learning experiences because each experience is grounded in many complexities which co-exist, and to separate means to lose something in the process. What this suggests is possibly that in the spirit of experiential and adventure education, curriculum delivery on Class Afloat should undergo a paradigm shift from the traditional compartmentalization of courses to a fully integrated and interdependent approach to learning. It would be more effective to orchestrate the courses such that they co-exist and can therefore utilize the same teachable moments. Presupposing this would be the hiring of a staff who are commited to cooperative teaching situations and open and commited to curriculum delivery whereby each teacher is a team member supporting each other within the framework of one overall integrated course.

With this curriculum approach comes a suggestion which would complement another characterisitc identified by the co-researchers as being valuable. Part of what they have considered important about this novel environment is what they have identified as a supportive setting in which they are given significant responsibilities and are required to take risks. It is this notion of a cooperative, and interdependent social community which this suggestion addresses. Again it is helpful to remind ourselves that the ship environment facilitates a complex interpersonal and integrated experience. Although this is true, it has also become apparent that where in many ways students are given significant responsibilties where they are required to make decisions and accept accountability, there are several contradictory characterisitics of this programme which

make this inconsistent. An example of this is relative to the teachers each facilitating their programmes independently of one another and in some cases maintaining a relatively traditional teacher/student relationship. As well, decisions about programming are to a large extent made by the Programme Director and/or the heirarchy back in Canada, suggesting a less than cooperative approach to decision making by the teaching staff and subsequently, being inconsistent with that that is being expected of the students. This inconsistency is to some degree imperative in that the Captain of the ship has enormous safety responsibilities for all of the people aboard, and the Programme Director has obvious academic responsibilties to ensure that curriculum is being delivered to the expectations of administrators in Canada. What is being suggested here is an attempt to model a more cooperative approach to leadership and facilitation by the programming staff on the ship. This could be facilitated through the previously mentioned shift to integrated curriculum, but it also could be utilized in many of the decisions made regarding programming. With this, students would sense more consistency in what is being expected of them and with what they can expect from those staff who are working with them.

Recommendations for Future Voyages

Given the present economic realities and the growing requirements of educators to facilitate personal growth and social development in addition to the more traditional academic role of an educator, the need for this study and others like it is apparent. This project has delved into a unique research setting and set about exploring the qualities of this experience, but there are an infinite number of other equally important voyages that still lie ahead. The following is a list of other unexplored destinations which when combined with voyages like this one, will assist in galvanizing the significance of adventure education as an effective and powerful approach to learning.

1. Since Class Afloat boasts a significant duration in which it facilitates its educational programme, there are few if any other programmes which can say the same. Adventure education programmes of a shorter duration should be compared to develop a sense of the role which duration plays in determining the amount and degree of personal learning which is achieved.

2. The duration of the Class Afloat experience has been recognized as an important element of the level of interpersonal and intrapersonal learning which is acheived. This project however, only dealt with those students who joined the programme in January 1993, entirely excluding perspectives of those students who had been living on the ship since August of 1992. With this, therefore, it would be interesting to explore the role which duration (5 months versus 10 months) plays relative to the learning experience. Tied up in this may very well be issues of anxiety, boredom, saturation of learning, and perhaps even adversity to the addition of new teachers and students half-way through an already existing experience.

3. In an effort to gain a stronger grasp of the depth and longevity of personal learning achieved through programmes such as this, a longitudinal study covering several years of appraisal and qualitative inquiry should be conducted both with the Class Afloat programmme and with other adventure education programmes. This might very well expose insights which are of greater or lesser significance than those uncovered with Class Afloat.

4. The Class Afloat programme for its own ongoing development, should maintain a consistent commitment to qualitatively collecting insight into the meaning students attach to their experience. Although that is what this project has attempted to do, this project needs the support of many subsequent studies of the same spirit to assist in the

generalizability of the information gathered. Ultimately, a compilation of such studies would serve to provide ongoing programme development information and, therefore, valuable marketing information.

5. Future studies directed at exploring the many characteristics that make up adventure educational settings should be carried out in an effort to further solidify the body of knowledge available about what defines this approach to learning. Class Afloat dealt with a specific age of participant, from a relatively consistent socio-economic class, for a certain length of time. Further studies could explore characteristics relative to: a variety of types of clientele in adventure education and more specifically, the role that a programme like Class Afloat could play in the education of post-secondary students, adults and even youth at risk; the role of facilitators and educators, and their training and effectiveness in employing significant experiential learning opportunities; and the effectiveness of an integrated education programme employed on the ship relative to the less cooperative programme presently offered on the ship. This later point could very easily be compared and contrasted to other programmes which presently employ an integrated learning approach.

6. Inquiry is needed to ascertain the most appropriate teaching and facilitating approaches needed for nurturing appropriate interpersonal and intrapersonal development in adventure education settings. Attention must be paid to further exploring teaching characteristics and strategies such as: curriculum integration, transfer of learning from this programme setting to the post-Class Afloat settings in which each student will find themselves, and/or the combination of several types of curriculum delivery to meet the needs of as many different styles of learner as possible.

Some Final Thoughts...

As my voyage draws to a close, I am struck by the profound journey that I have enjoyed over the past two and a half years. While my co-reseachers were working through their learning experiences and trying to articulate the effect that Class Afloat has had on them, I have been doing the same, on a different plane.

Firstly, this project has allowed me to delve into the complex lives and perceptions of five young people, and subsequently, has assisted me as an educator in learning to pause and consider the consequences of my actions. The empathy and insightfulness that I have learned through the process of developing these five research partnerships will continue to play a significant role in my evolving personal philosophy on education.

Class Afloat has been a catalyst for me, helping me to understand what I intuitively valued about adventure education and alternative learning environments. As someone who has always learned best through experience, I feel that through this process I have further committed myself as an advocate of experiential learning through adventure education. Furthermore, I have gained insight into the interpersonal and intrapersonal value of novel learning environments and have realized my commitment to this very important element of an individual's ongoing education.

With all of this, I feel that this project has reinforced my interests in alternative methods of education, and that fundamentally, I believe far more in integrated, holistic approaches to learning than I do in the more traditionally accepted compartementalized approach to education. Similarly, I feel most at home as an educator when I have an opportunity to learn with my students in a less formal setting and beyond the boundaries of four walls. The outdoors is my classroom; it is here where I feel the most alive, and the most capable of giving honestly to others. What it is that I facilitate in the outdoors is secondary to the holistic classroom which it offers me. Be it on a ship, in a canoe, behind a dog-team or hanging from a rope, I believe in personal challenge and I am committed to

developing positive, nurturing learning environments in which individuals can risk being themselves. 'If you do what you've always done, you're going to get what you've always got', is a thought I remind myself of often. It is these thoughts which are continually re-defining my role as an educator, and on a personal level, what I hold to be important in my everyday life.

With these thoughts and the learning which I have enjoyed throughout this process, it is time to tie my ship up alongside the wharf, secure in the harbour of my final port of call. With rest, reflection and perspective, it will undoubtedly be only a matter of time before my feet get itchy and I am ready to embark upon yet another voyage, in search of another destination. I welcome the thought...

> ***Journeys, like artists, are born and not made. A thousand different circumstances contribute to them, few of them willed or determined by the will, whatever we may think. They flower spontaneously out of demands of our natures - the best of them lead us not only outward in space, but inward as well.***
>
> ***- Lawrence Durrell***

REFERENCES

Anderson, J.R. and Singley, M.K. (1989). The transfer of cognitive skill. London, England: Harvard University Press.

Bacon, S. (1983). The conscious use of metaphor in outward bound. Denver: Colorado Outward Bound School.

Bacon, S. (December, 1987). The evolution of the Outward Bound process. Greenwich, Connecticut: Outward Bound, U.S.A.

Barrett, M.J., and Raffan, J. (1989). Sharing the path: Reflections on journals from an expedition. The Journal of Experiential Education, 12(2), 29-36.

Becker, C.S. (1986). Interviewing in human science research. Methods, 1, 101-124.

Biel, J. (1986). Life after Outward Bound: A plan to guide your career growth. The Journal of Experiential Education, 9(1).

Bruce, R.W. (1933). Conditions of transfer of training. The Journal of Experimental Psychology, 16, 343-361.

Bunch, M.E., and Lang, E.S. (1939). The amount of transfer of training from partial learning after varying intervals of time. The Journal of Comparative Psychology, 27, 449-459.

Chapman, S. (1992). What is the Question? The Journal of Experiential Education, 15(2), 16-18.

Colaizzi, P.F. (1978). Psychological research as a phenomenologist views it. In R.S. Valle & M. King (Eds.), Existential phenomenological alternatives for psychology. New York: Oxford Press.

Coxe, W.W. (1925). The influence of Latin on the spelling of English words. The Journal of Educational Research Monographs, 7.

Darst, P., & Armstrong, G. (1980). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Davies, T. (March 20, 1984). Mission statement for the Class Afloat programme. The West Island College, Pointe-Clarie, Quebec.

Deese, J. (1958). The psychology of learning. New York: McGraw-Hill.

Denzin, Norman K. (1989). Interpretive interactionism. Newbury Park, CA: Sage Publications Inc.

Dewey, J. (1938). Experience and Education. New York: Macmillan Publishing Co.

Douglass, B., and Moustakas, C. (1984). Heuristic inquiry: the internal search to know. Detroit, Michigan: Center for Humanistic Studies. In Patton, M.Q. (1990). Qualitative evaluation and research methods. Newbury Park, California: Sage Publications, Inc.

Duncan, C.P. (1953). Transfer in motor learning as a function of degree of first-task learning and inter-task similarity. The Journal of Experimental Psychology, 45, 1-11.

Duenkel, N. (1994). Healing our split from nature: A phenomenological exploration of promoting environmental awareness on wilderness travel excursions. Unpublished Doctoral thesis, University of Alberta, Edmonton.

Durgin, C.H., and McEwen, D. (1991). Troubled young people after the adventure program: a case study. The Journal of Experiential Education, 14(1).

Ellis, H.C. (1965). The transfer of learning. New York: The Macmillan Company.

Erickson, E.H. (1950). Childhood and society. New York: Norton.

Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Garland, J.A., Jones, H.E., and Kolodny, R.L. (1973). A model for stages of development in social work groups. In S. Bernstein, Explorations in group work. Boston, MA: Milford House.

Gass, M. (1993). Adventure therapy: therapeutic applications of adventure programming. Dubuque, Iowa: Kendall/Hunt publishing Co.

Gass, M., King, K., Proudman, B., Walker-Stevens, P., and Warren, K. (February, 1995). AEE adopts definition. The AEE Horizon Newsletter. Boulder, Colorado: The Association of Experiential Education, 15.

Gass, M.A. (February 22, 1985a). Strengthening adventure education by increasing the transfer of learning. Presented at the 1984 Association of Experiential Education Conference, North Carolina.

Gass, M.A. (1985b). Programming the transfer of learning in outdoor education. The Journal of Experiential Education, 8(3).

Gass, M.A. (1991). Enhancing metaphor development in adventure therapy programs. The Journal of Experiential Education, 14(2), 6-13.

Graham, R.L., and Gill, D. (1972). Dove. New York: Harper & Row, Publishers, Inc.

Hammel, H. (1986). How to design a debriefing session. The Journal of Experiential Education, 9(3).

Hammit, W.E. (1982). Cognitive dimensions of wilderness solitude. Environment and Behaviour, 14, 478-493.

Harmon, P., and Templin, G. (1987). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Havens, M.D., Hoyt, J.A., Roland, C.C., and Smith, T.E. (1992). The theory and practice of challenge education. Iowa: Kendall/ Hunt Publishing Company.

Heap, K. (1977). Group theory for social workers. New York: Pergamon Press.

Heap, K. (1979). Process and action in work with groups: The preconditions for treatment and growth. New York: Pergamon Press.

Henderson, K.A. (1991). Dimensions of Choice: A Qualitative Approach to Recreation, Parks, and Leisure Research. State College, PA: Venture Publishing, Inc.

Herdman, P. (1994). Adventure in the Classroom. The Journal of Experiential Education, 17(2), 18-25.

Horwood, B. (September 1982). The anatomy of a learning experience, based on a presentation at the Annual Conference for the Association for Experiential Education, Hunboldt State College, Aracata, California.

Horwood, B. (Summer 1989). Reflections on reflection. The Journal of Experiential Education, 12(2), 5-6.

Howe, C.Z. (1988). Using qualitative structured interviews in leisure research: illustrations from one case study. The Journal of Leisure Research, 20(4).

Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology. Evanston: Northwestern University Press.

Hutton, C. (1988). The effects of wilderness and follow-up advocacy programs on the behaviour of juvenile delinquents. Unpublished Master's thesis, Department of Recreation, Southern Illinois University, Carbondale, Illinois.

Johnson, D.W., and Johnson, F.P. (1987). Joining together: Group theory and group skills. New Jersey: Prentice-Hall, Inc.

Joplin, L. (1981). On defining experiential education. The Journal of Experiential Education, 4(2), 17-20.

Joplin, L. (1987). In Kraft, R. and Sakofs, M. (Eds.), The theory of experiential education, 2nd ed., Boulder, Colorado: The Association for Experiential Education.

Judd, C.H. (1908). The relation of special training and general intelligence. Educational Rev. , 36, 42-48.

Judd, C.H. (1927). The Psychology of Secondary Education. Boston, Mass.: Ginn Inc.

Katz, R. (1973). Preludes to growth: An experiential approach. New York: Macmillan.

Katz, R., and Kolb, D. (1968). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Klein, A.F. (1970). Social Work Theory and Group Process. School of Social Welfare, State University of New York at Albany.

Knapp, C.E. (1989). The walkabout model: an interview with Peter Copen. The Journal of Experiential Education, 12(1), 26-32.

Kraft, R.J. (1990). Experiential Learning. In Miles, J.C., and Priest, S. (1990). Adventure Education (pp. 175-183). State College, PA: Venture Publishing, Inc.

Krill, D.F. (September 1966). Existentialism: a philosophy for our current revolutions. Social Service Review, 289-301.

Lincoln, Y.S. and Guba, E.G. (1985). Naturalistic Inquiry. Newbury Park, California: Sage Publications, Inc.

Mann, J. (1972). Learning to be: the education of human potential. New York: Macmillian, Free Press.

Merton, T. (1973). Contemplation in a world of action. New York: Double Day/Image Books.

McGeoch, J.A., and Irion, A.L. (1952). The psychology of human learning. Rev. ed., Longmans.

McIntosh, Hamish (1989). Re-thinking the solo experience. The Journal of Experiential Education, 12(3), 28-32.

McKinney, F. (1933). Quantitative and qualitative essential elements of transfer. The Journal of Experimental Psychology, 16, 854-864.

McMillan, L. (1986). Science and math professors are assigning writing drills to focus students' thinking. The Chronicle of Higher Education, 31, 19-20.

Merlow-Ponty, M. (1964a). The primacy of perception. Evanston: Northwestern University Press. In Van Manen, M. (1990). Researching the lived experience: human science for an action sensitive pedagogy. University of Western Ontario, London: The Althouse Press.

Miles, J.C., and Priest, S. (1990). Adventure education. State College, PA: Venture Publishing, Inc.

Morgan, O.J. (Spring 1986). Music for the dance: some meanings of solitude. The Journal of Religion and Health, 25(1), 18-28.

Morrison, J. (1986). The wilderness solo: Solitude and recreation. Unpublished Master's thesis, University of Alberta, Edmonton.

Nist, S.L., and Simpson, M.L. (April 1987). Facilitating transfer in college reading programs. The Journal of Reading, 30(7).

Orata, P.T. (1928). The theory of identical elements. Columbus: Ohio State University Press.

Orlick, T. (1982). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Osgood, C.E. (1949). The similarity paradox in human learning: a resolution. The Psychological Review, 56, 132-143.

Patterson, C. (1972). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Patton, M.Q. (1990). Qualitative Evaluation and Research Methods, second edition. Newbury Park, California: Sage Publications, Inc.

Pomata, F.C. (August 1994). Beyond Reading, Writing, and Arithmetic. The Journal of Experiential Education, 17(2), 26-29.

Potter, T. (1993). A journey through wilderness weekend experiences. Unpublished Doctoral thesis, University of Alberta, Edmonton.

Preist, S. (1991). New directions in adventure learning. The Journal of Experiential Education, 14(2), 5-6.

Preston- Shoot, M. (1987). Effective group work. London: Macmillan Education Ltd.

Proudman, B. (1992). Experiential Education as Emotionally-Engaged Learning. In The Journal of Experiential Education, 15(2), 19-23.

Prouty, J., Radcliffe, P. and Schoel, J. (1988). Islands of healing: A guide to adventure based counseling. Hamilton, Mass.: Project Adventure, Inc.

Quinsland, L.K., and Ginkel, A.V. (1984). How to process experience. The Journal of Experiential Education, 7(2).

Richley, A. (1992). A phenomenological investigation of wilderness solitude. Unpublished Masters thesis, University of Alberta, Edmonton, Alberta.

Roland, C., and Hoyt, J. (1984). In Ewert, A.W. (1989). Outdoor adventure pursuits: foundations, models, and theories. Scottdale, Arizona: Publishing Horizons, Inc.

Ruger, H.A. (1910). The psychology of efficiency. Archives of Psychology, 15.

Sandiford, P. (1963). In Grose, R.F., and Birney, R.C., ed. (1963). Transfer of learning: An enduring problem in psychology. New York: D. Van Nostrand Company Inc.

Schulz, R.W. (1971). Problem solving behaviour and transfer. Harvard Education Rev., 30, 61-77.

Schutz, William C. (1971). The Group. In Here Comes Everybody. New York: Harper and Row. pp. 96-111.

Solomon, R.L. (1980). The opponent-process theory of acquired motivation. American Psychologist, 35(8), 691-712.

Steere, D. (1982). Together in solitude. New York: Crossroad Publishing Co.

Stringer, L.A. and McAvoy, L.H. (1992). The need for something different: Spirituality and wilderness adventure. The Journal of Experiential Education, 15, (1), 13-20.

Tuckman, B. (1965). Developmental sequences in small groups. Psychological Bulletin, 63, 384-399.

Van Manen, M. (1990). Researching the lived experience: human science for an action sensitive pedagogy. University of Western Ontario, London: The Althouse Press.

Van Matre, S. (1990). Earth education: A new beginning . Illinois: The Institute for Earth Education.

Walsh, V. and Golins, G. (1975). The exploration of the Outward Bound Process. Denver: Colorado Outward Bound.

Weber, R. (1982). The group: A cycle from birth to death. NTL Institute.

Werner, O.H. (1930). The influence of the study of modern foreign language an the development of desirable abilities in English. Studies in Modern Language Teaching, 17, 97-145.

Wittrock, M.C. (1974). Learning as a generative process. Educational Psychologist, 11(2), 87-95.

Woodworth, R.S., and Schlosberg, H. (1954). Experimental Psychology. New York: Holt, Rinehart, and Winston.

APPENDIX A

Summary of Themes

- positive feeling re: academics
- reflective time
- ending isn't realized
- can't imagine post-trip feelings
- positive acceptance of ending
- anticipates 'missing' people
- degree of 'missing' = level of post-trip happiness
- reality of ending will be realized at the start of school
- academic planning
- increased interest in travel
- confused about future
- increased interest in future
- travel = exciting and different
- school text inspired travel interest
- reading and travel reduces cultural/racial stereotypes
- enjoys writing re: CA experience
- exposure to new cultural perspectives
- travel as priority
- anticipating CA
- limited social interaction at home school
- increase in academic motivation
- increase in responsibilities = increase in academic motivation
- positive growth experience
- learning = long term retention
- learning = process
- experiential learning
- experiential learning = active
- personalized learning
- form own opinions
- supportive peer environment
- broadened global perspective

- student/teacher proximity
- dealing with conflict
- increase in tolerance
- increase in appreciation and decrease in taken-for-grantedness
- increase in real honest friendships
- exposure to new cultures/people
- empowering
- close living environment
- self-motivated
- self-directed
- increase commitment to self
- increase in personal risk taking
- increase in self-confidence
- sea sickness
- challenge social norm
- academic motivation sustained
- journals & pictures sustain exp.
- friendships sustain exp.
- 'little things' sustain exp.
- oral stories sustain exp.
- distractions
- inspired new life perspective
- sense of independence
- CA = hard to explain
- routine on ship
- not for everyone
- friendships form naturally
- recommends CA
- unclear expectations
- favorite experience (s)
- student selection process
- increase interest in sailing
- increase community responsibilities
- food = only dynamic in schedule
- self-perception of CA role
- ship environment. challenged self-image

- goal directed
- felt lonely for friendship
- didn't want to be at home
- re-evaluate priorities
- lonely at home
- remember positive experiences and forget negative experiences
- pace of routine
- cultural perspective and understanding = time
- memories of non-structured time sustains experience
- "homesick" for ship and people
- rough seas = negative
- personal maintenance time
- "missing pace of routine"
- enjoys proximity to people
- increased connection to natural surroundings
- "missing" ocean/animals/stars
- peer influences
- CA = long lasting life experience
- decrease in prejudices
- ship grades = home grades
- reinforced study skills
- CA academics = excellent
- CA long term value = non- academic
- perception of personal change
- new insights
- CA = small classes
- CA = exciting and unpredictable
- schooling and ship = home
- CA = closed environment
- would not repeat CA
- sense of pride/ownership/accomplishment
- cabin and cabin-mates
- homework & CA = challenging
- pet peeve
- procrastination of responsibilities
- "different experience" sustains experience

- compares school at home and CA
- value of CA
- excited to see family
- resocialization with friends and family = fast
- 3rd person perception = more relaxed and rational
- 3rd person perception = physical change
- self-perception of thinking more
- re: transfer activities
- visit en route with family
- same old things recurring
- intrigued by the concept of CA
- CA = personal goal
- CA = adventure
- CA = supported by parents
- seeking individuality
- Increase in academic motivation
- CA environment fosters cooperative interaction
- CA = social learning
- CA environment = must deal with things
- learning is reinforced
- pace of CA = time management skills
- CA = increase in self-motivation
- CA = fewer distractions and therefore increase in learning habits
- CA facilitates introspection
- contact with home reinforces growth
- sea sickness taught perseverance
- CA = increase value of personal space
- CA = sense of belonging
- CA experience = long term effects on personal decision making
- CA = unique life experience
- CA = non-threatening social environment
- discouraged/ unmotivated/ non-accepted at home
- expectations
- CA growth area
- learning has immediate relevancy/ consequences
- home = don't miss it / boring / not accepted

- anticipates adjustment upon returning
- resocialization = hard
- concerned about loosing growth from CA / resisting old habits
- awareness of personal change = sustains experience
- hard to forecast longevity of growth
- CA = positive self-image
- CA environment = always changing
- post CA = almost like it never happened
- NO self-perception of personal change
- CA = increase in self-reliance
- value of CA = at sea
- division between 1st and 2nd semester students = anxiety
- CA academics = hard to concentrate / focus on
- CA inspired positive new personal habits
- time frame of CA experience = positive

APPENDIX B

Sample Interview Questions and Statements

The following is a list of some of the questions and open statements which I led the four interviews with. It's important to emphasize that I facilitated semi-structured interviews based on these questions to ensure that the train of thought had some focus, but that the questions were loose enough that the co-researchers could drift into thoughts which would help me in understanding their experience better.

These questions and statements were sub sequential from each previous interview. The fact that the interviews had some loose structure and the that the interview was perceived more as a conversation than a stereotypical interview meant that my research partnership with each co-researcher developed naturally and comfortably. In each of the twenty interviews, the conversation flowed from thought to thought, with my asking points of clarification throughout and/or drawing on information from past conversations to gain further insight and understanding. Lastly, I respected the fact that as the interview unfolded it was imperative that I remained flexible to emergent information and not become regimented to a specific line of questioning.

First Interview

Objective: To gain understanding as to: who this person was; how they got here; what their interests, expectations and fears were; and generally to develop a comfortable rapport.

1. Tell me about yourself... what are your interests and hobbies...
2. I'm interested in knowing about some of your experiences... ones which you consider memorable...
3. How did you come to find out about Class Afloat and why did you choose this experience rather than some other one? Why are you here ...

4. Tell me about your most successful learning experiences ... why do these stand out ...
5. Based upon the past few weeks, what are you most enjoying about this experience? What are you least enjoying?

Second Interview

Objective: To build on the rapport and information developed in the first interview and gain more insight as to the present experience this individual was having.

1. Clarification of questions / answers from first interview
2. If I were to ask you how you learn best, what would your answer be?
3. Do you keep a personal journal? If so, what value does it serve? If not, have you ever thought of doing so?
4. Would you say that you learn better in groups or by working on your own? Explain why.
5. Do you find the Class Afloat environment appropriate for learning? Why or why not?
6. If the trip were to finish tomorrow, how would you remember Class Afloat?

Third Interview

Objective: To build on information developed throughout the first two interviews and to gain insight as to what the student was perceiving and feeling relative to the closure of the programme in San Francisco (8 to 12 days away).

1. Clarification of questions / answers from interviews one and two
2. Tell me about going home after this experience ...
3. What will you remember about Class Afloat ...

Fourth Interview

Objective: To build on information developed throughout the first three interviews and to learn about their return to Canada and the thoughts and feelings that they have experienced since the finish of the programme (as many as 7 months previous).

1. Clarification of questions / answers from interviews one, two and three
2. Tell me about coming home ... what was it like?
3. I'm interested in what you "value" about your Class Afloat experience now, half a year later?
4. Do you find that things you learned while you were with Class Afloat have stayed with you? (e.g. intrapersonal and interpersonal learning as well as academic learning)

APPENDIX C

Informed Consent

November 20, 1992

Dear Class Afloat Student,

In just a few weeks, after months of preparation and anticipation, we will finally all come together on the s/y Concordia and begin what will be remembered as the journey of a lifetime. My name is Jeff Hemstreet, and I will be joining Class Afloat as a returning staff person from the fall 1991 program. As both a teacher and Day Watch Officer, and presently a graduate student at the University of Alberta, I have a wonderful opportunity available to me. My hope is to conduct a research project this winter/spring to understand the personal growth which occurs during the Class Afloat experience and therefore, what can be addressed to further enhance this learning for the future.

I hope to begin my research in January and continue it over the duration of the program. The methods I have selected to access this information are both through my observations as the program unfolds and through interviews with several of you, the students. Your involvement with this project, although it will not require any significant time contribution, will be entirely voluntary, and will be considered over and above all other responsibilities aboard the ship. Because you are a volunteer, you can choose to cease your involvement with this research at any time without consequence. I would hope to meet perhaps four times during the program and again, approximately six months after the program. The latter will be arranged at both yours and your parent's convenience. My final project will respect the confidentiality of our conversations and will protect your identity. Access to your journals will be an expectation of the C.A.L.M. class and may provide me with other valuable insights relevant to my research.

I have discussed this research at length with Mr. Davies and he has assured me of his full support and encouragement. To that end he has supplied me with a list of your names and addresses so that I may proceed to obtain yours and your parent's permission to possibly become involved. Should you or your parents have any objection to your

participation, or should you or your parent's wish to contact Mr. Davies concerning any aspect of the research, he assures me that your inquiry is welcome.

Please feel free to contact me as well should you have any questions about this study. I can be reached at my Edmonton address until December 10th or at my Windsor address from December 26th through until our departure.

10437 - 64th Avenue
EDMONTON, Alberta
T6H 1S8
(403) 434-6205

2918 Riviera Drive
WINDSOR, Ontario
N9E 3A4
(519) 969-5331

I look forward to meeting you, and to the adventure we have ahead of us.

With sincere and grateful appreciation,

Jeff Hemstreet

INFORMED CONSENT

Class Afloat Research Project - January 1993

I have read this form and understand the extent of my potential involvement in this study. I also understand my option to withdraw from the study at any time, without repercussions. I therefore, freely consent to my participation in this research project.

I would appreciate this signed *Informed Consent* form returned to me as soon as possible, in the enclosed self- addressed envelope. Thank you for your time.

Date: _____

Name of Student: _____

Signature of Student: _____

Signature of Parent(s): _____ _____

_____

Signature of Researcher: _____

J. Hemstreet

APPENDIX D

Glossary of Sailing Terms

Boson	-	a professional sailor whose primary responsibilities included: the operation and maintenance of all the sails; the maintenance of all hardware which supported the efficient functioning of the sails; the commanding of sail maneuvers (next in decision making power to the Captain relative to sails); the tuning of sails for most efficient use
Bow	-	The front end of the ship (both above deck and below deck).
Stern	-	The back end of the ship (both above deck and below deck).
Mast	-	The steel beams reaching vertical from the ships deck and from which sails are suspended.
Yards	-	Those steel beams which are attached perpendicular to the masts, from which various sails are suspended.
Royal Square Sail	-	The highest square sail on the ship.
Topgallant Square Sail	-	The second highest square sail on the ship.
Upper Topsail	-	The third highest square sail on the ship.
Clew line	-	The lines which are attached to the bottom two corners of a square sail, which allow the sail to be hoisted onto the yard from which it hangs.
Buntlines	-	Roles which are attached to various parts of the square sails and which allow the sails to be hoisted onto the yard from which it hangs.

Ratlines	-	The ladders attached to the shrouds which allow the crew to climb up to the yards to work sails.
Bulkheads	-	Similar to the walls of a house, bulkheads divide off rooms and provide internal stability to the ships hull.
Companionways	-	A stairway.
Head	-	The name given to a washroom on a ship.
Porthole	-	A window along the side of the ship allowing for light and perhaps fresh air (not all portholes open).
Hatch/ Hatchway	-	A door and door frame on a ship.
Railings	-	A wooden railing which lines the circumference of the ships deck protecting people and items from sliding off the deck into the water.
Helm	-	The steering wheel which controls the rudder (instrumental in turning the ship).
Scuppers	-	Similar to the role of an eves trough, scuppers run alongside the deck catching the debris and water that washes over the deck. These troughs transport this water to holes on the outside wall of the ship's hull which in turn drains into the ocean.
Shore Leave	-	"free time" available in a port where the individual crew person has been relieved of all duties to the ship for a designated period of time

APPENDIX E

Itinerary of the Winter/ Spring Class Afloat 1993

Port of Spain, Trinidad (point of departure)		Jan. 22 - Jan. 30
Leg at sea	4 days	
Guayana, Venezuela		Feb. 02 - Feb. 06
Leg at Sea	16 days	
Natal, Brazil		Feb. 22 - Feb. 26
Leg at Sea	9 days	
Rio de Janeiro, Brazil		Mar. 05 - Mar. 07
Leg at Sea	3 days	
Montevideo, Uruguay		Mar. 11 - Mar. 13
Leg at Sea	6 days	
Porto Madryn, Argentina		Mar. 19 - Mar. 22
Leg at Sea	5 days	
Punta Arenas, Chili		Mar. 26 - Apr. 2
Leg at Sea	10 days	
Valparaiso, Chili		Apr. 13 - Apr. 19
Leg at Sea	4 days	
Isla Robinson Crusoe, Chili		Apr. 23 - Apr. 25
Leg at Sea	9 days	
Isla de Pascua (Easter Island), Chili		May 5 - May 12
Leg at Sea	9 days	
Galapagos Islands, Ecuador		May 21 - May 24
Leg at Sea	6 days	
Puerto Vallarta, Mexico		June 1 - June 5
Leg at Sea	6 days	
San Diego, California		June 11 - June 17
Leg at Sea	6 days	
San Francisco, California		June 24

Total Mileage: 17045 Nautical Miles

APPENDIX F

The Class Afloat 1993 Winter Academic Programme

The grade eleven and twelve students aboard the ship chose from a variety of scheduled courses. All courses were administered through the West Island College and were based on the Alberta and Quebec Ministries of Education high school curriculum guidelines. With this, students taking courses in Social Studies, Mathematics, Chemistry, Calculus, and English were responsible for writing proctored Provincial exams at the same time they were being administered throughout Alberta.

All student's were responsible for taking a minimum of four courses, two of which included:

- Career and Life Management (Grade 11 or 12)
- Physical Education/ Sail Theory (Grade 11 or 12)

Student's could choose their remaining courses from the following:

- Mathematics' (Grades 11, 12, or 12 advanced)
- English (Grade 11 or 12)
- Economics (Grade 12)
- Social Studies (Grade 11 of 12)
- Marine Biology (Grade 11)
- Psychology (Grade 12)
- Anthropology (Grade 11)
- Calculus (Grade 12 correspondence)
- Chemistry (Grade 12 correspondence)
- Physics (Grade 12 correspondence)

APPENDIX G

A Day in the Life of a Class Afloat Student

The following is a description of the daily routine of a grade eleven student named Benjamin. It's reminder that the 24 hour day is divided in half when one speaks of ship-board life. The time slot from eight o'clock in the morning through until eight o'clock in the evening is referred to as Day Watch. The time slot from eight o'clock in the evening through until eight o'clock in the morning is regarded as Mariner's Watch. It is also helpful to clarify that each student on the ship was placed into Watch Groups (for Mariners Watch), and that these groups worked for two hours each night on a rotating schedule of eleven nights; every twelfth night, one watch group would be relieved of duty for that night and, therefore enjoy a full night of sleep. The academic schedule on the ship was based on a two day recurring cycle. Students were expected to fulfill two hours of Day Watch (otherwise known as Boson Duty) each day. These schedules were also based on a two day recurring cycle.

Having clarified some of these logistical thoughts, the following is an example of the schedule which Ben followed for a day two cycle at sea:

6:50 AM	-	awakened by Mariner's Watch
7:00 AM	-	aerobics on deck (mid-ship)
7:30 AM	-	aerobics finishes and having changed, Ben wanders into the mess for breakfast
7:55 AM	-	announcement over the P.A. for Colours on the bow in 5 minutes
8:00 AM	-	Colours - raising of the ensign, ringing of ship bell, attendance, Captain's address, Programme Director's address, information for the day
8:30 AM	-	Cabin clean-up and ship cleaning stations (each cabin group is assigned a different area of the ship to clean each morning) in preparation for Captain's inspection

8:55 AM	-	five minute bell for first class - Ben gets books for grade eleven Anthropology (9:00 AM until 9:55 AM)
9:55 AM	-	Anthropology finishes and Ben prepares for English class (10:00 AM until 10:55 AM)
10:55 AM	-	English finishes and Ben rushes down to his cabin to drop off his books and to retrieve his harness and deck clothes (e.g. foul weather gear, climbing shoes) - Ben reports mid-ship for Day Watch responsibilities (11:00 until 12:00 PM)
12:00 PM	-	free time in which Ben chooses to go to his cabin and rest until the lunch bell rings at 12:30 PM
12:30 PM	-	lunch in the mess followed by free time until 2:00 PM when classes resume for the afternoon - Ben relaxes on deck with friends and enjoys the sunshine and the cool ocean breeze
1:55 PM	-	Ben prepares for Sail Theory class in the mess (Physical Education) (2:00 PM until 3:00 PM)
2:55 PM	-	remains in the mess/classroom for Career and Life Management class which ends up going outside where class is held on the Mizzen Deck (3:00 PM until 3:55 PM)
3:55 PM	-	Ben rushes to his cabin to drop off his books and once again prepare for Day Watch (his second hour for the day) (4:00 PM until 5:00 PM)
5:00 PM	-	Ben finishes his Day Watch responsibilities for the day and returns to his cabin to enjoy a brief shower (only permitted a maximum of every two days) before supper at 6:00 PM
6:00 PM	-	Ben waits on deck until a seat becomes available to sit down in the mess - Ben seats himself and enjoys supper with some friends
6:55 PM	-	Ben leaves the mess bound for his cabin where he gets his Marine Biology books and heads to the classroom for his final class of the day (7:00 PM until 7:55 PM)
7:55 PM	-	Ben has completed his classes for the day as well as his Day Watch responsibilities - knowing that his Mariners Watch duty is from mid-night until 2:00 AM, Ben sits up in the mess and does some Anthropology and Social Studies homework

9:30 PM	-	when he heads back down to his cabin and goes to sleep
11:45 PM	-	awakened for Mariners Watch (12:00 AM until 2:00 AM) - this particular night was active and sail maneuvers kept Ben occupied on deck until 2:30 AM
2:45 AM	-	having cleaned up and washed salty ocean spray from his skin, Ben finally crawls into bed
6:50 AM	-	awakened by Mariner's Watch
7:00 AM	-	aerobics on deck (mid-ship)

At this point, another day has begun and the schedule was now based on a day one rotation. Ben, with a very similar schedule on day one, has the added worry of studying for a Social Studies test that will happen the next day, as well as preparing for his Port Presentation (an Anthropology assignment) which will happen once we arrive in port three or four days later.